





## Cut the cackle

Yet another stage army working party on the subject of race prejudice and schools, launched with some ballyhoo last year by the Commission for Racial Equality, discuss National Front activities in schools. And yet again, the proceedings seem to have run out of puff when the National Union of Teachers representatives insisted on the narrowest possible discussion, excluding any reference to the workings of schools and teachers.

One reaction of the commission has been to consider setting up another stage army working party, with wider terms of reference. The long history of the Schools Council and race should deter it. It has become quite clear that the national education partners represented by the commission are incapable of fruitful discussion about racial prejudice and education.

No doubt working parties have a part to play at local level—if they are part of a positive attack on the various manifestations of racial prejudice (conscious and unconscious)

in schools, and their impact on children from ethnic minorities. The Inner London Education Authority has recently made a good start, providing in-service training and resources and teaching materials to back up good intentions. While the Race Commission has the power to do—and it is a real and considerable power—is to launch major investigations into the workings of public and private organizations. An inquiry into schools could greatly help to illuminate the extent of the difficulties faced by children from ethnic minorities.

They have certainly discussed the possibility of such an inquiry, in one or two education authorities, either into the achievement of ethnic minorities, or more widely into the policies and internal workings of schools—their organization, assessment procedures, teaching materials and so on.

The commission's experience with their working party should help to convince any remaining doubters that it is by using their powers of investigation that they can make a significant contribution to educational policy. There are all too many other, less powerful, bodies that can go on talking.

## Time for a lead lobby

It is not surprising that the education world has been sceptical of the apparently extravagant claims about the damaging effects on children of lead from car exhausts. Only a short while ago, if Professor Bryce-Smith had said as he did at the weekend (page 3), that three-quarters of all children in Britain were below their average educational performance because of lead poisoning, he would have been ignored as a crank.

A single, universal excuse for inattentiveness and poor academic results among some children is altogether too far fetched to be credible and teachers have understandably not given it serious consideration. But there is a steady and increasingly disturbing flow of research, here and abroad, which demonstrates a link between lead and certain kinds of brain damage in young children.

No one disputes that lead is a dangerous poison—it has been known since Roman times. And education authorities have been careful to remove its most obvious manifestations, such as lead paint in Victorian classrooms.

The only questions are whether the high levels of lead found in some urban children—such as those living near Spaghetti Junction, Birmingham—are caused by lead from petrol rather than other industrial sources, and at what point these levels become dangerous.

On the second point the new research suggests that the officially recognized danger levels of lead in the blood are much too high. Even

quite small amounts, it seems, can have an effect.

Whether or not petrol is a principal cause—the Government has just announced £150,000 of research to try to find out—the fact remains that Britain is the only major country still prepared to take the risk. We still permit 0.42 gm of lead in each litre of petrol, compared with 0.15 in Japan, 0.25 in the United States and only 0.15 in West Germany.

As Denis Howell pointed out last week in a characteristically feeble defence of Government diffidence, we have agreed with the EEC to lower the limit progressively. But the new target is a staggeringly high level of 0.40 gm/l by 1981. How many children will have suffered brain damage in that time?

The motor manufacturers and petrol companies—some of which are being sued by three London children over alleged ill effects from lead—believe they have a good reason for maintaining the high levels. Lead is essential for the smooth running of engines, and without lead additives is costly. But if our cars are to compete successfully in export markets these changes will be necessary anyway. And the sooner the better.

Reluctant to jump on a now fashionable but still uncertain bandwagon, teachers have not on the whole brought much pressure on the Government to speed up our reduction in permitted levels. In the run-up to an election a little concerted lobbying is just what is needed.

## Confidence

continued from page 1

However, despite their violations, exam boards and schools, there are still ways in the past, notably on the hidden code of schools. One thing that is certain is that the hidden code of schools is not on the hidden code of schools. One thing that is certain is that the hidden code of schools is not on the hidden code of schools.

As far as the curriculum is concerned, this could act as a balance to the controlling and standardizing approach that will be the result of the "exposed schools" model. On the administrative framework, the exam boards had evidently been looking for a clearer lead than the Waddell Committee ever thought itself briefed to give beyond recommending five regional groupings. Negotiations on how the boards will be grouped will come after the general election, but on the subjects of a 16-plus, which is almost certainly the wisest time to deal with any squabbles.

It is even less clear how the central councils, which will represent

sent teachers, I.e.s and users for each group of exam boards and take the major policy decisions, will work in practice. Although it has been suggested that the new organization will represent a takeover for the I.E.S. boards, and they will indeed enlarge their empire, they will also be expected to yield some of their autonomy. It could be here that spokesmen for the school-based approach can make their voices heard.

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## A preschool primer

When is a playgroup not a playgroup? When it's a day nursery, nursery class, nursery school, home group... Teresa Smith and Miriam Harris look at the tangled terminology of preschool care and why it matters

Here are four mothers talking about the preschool group their child attends:

"She went to the B Road Nursery School but they put the fees on me. I'd like her to go to the day nursery attached to the school where my other children go—I've put her name down on the list. 'He goes to the nursery class at B School for the rising five.' 'They go to the nursery school at K.'"

All perfectly straightforward? No, in each case the mothers have got the labels wrong. The first group is actually a day nursery, the second is a nursery class, the third a playgroup in the school run by the headmistress, and there is no nursery at all in K, only a playgroup which goes by the title of the K Nursery School.

These four examples from our research on preschool provision in Oxfordshire may show nothing more than the already well-known confusion of labels. "Play-school" serves as the usual generic term for all such provision, much as the welfare services as a generic label in other fields, the third school has a nursery class, and day nurseries (means-tested statutory provision under the DHSS, run by social services departments, or private matters only to the professionals who run the services (teachers mind passionately if parents call a nursery class a playgroup); and that what consumers care most about for their preschool child is a reasonably happy, safe, and stimulating group run by someone they trust.

Yet it is not only the consumers of services who are confused, but also the providers. This is evident from the survey carried out in 1974 by Margaret Bone for the DHSS in *Preschool Children and the Need for Day Care* (HMSO, 1977), which has been based on the most recent data statements. We have of how parents use preschool facilities and what they think of them. In 1974, 32 per cent of all children under five were using some form of preschool provision. More parents wanted provision for their children than could get it, and of those who had it, most, whatever kind of provision they were using, preferred what they had, although a nursery school for class was the overwhelming preference for four-year-olds.

This all leads quite clearly to the conclusion. The mix is that we can't be sure that mothers in the survey understood terms like: playgroup, nursery school or class or day nursery, when they were asked what sort of group they used or would have liked to use. Some parents did not. Mothers were asked how much it cost to send their child to a group. Nearly half sending their child to a nursery school or class said they had to pay, yet statutory provision of this kind is free, and the private nursery school sector is tiny. The mothers quoted at the beginning of this article did not use the same labels as the planners.

Margaret Bone's study confirms this. Several of the mothers looking for places for their children were paying, and for what? And intentions of the people running the groups ("private nurseries" for example, aim to be more like nursery schools providing education than "playgroups"—although they are registered by social services not education departments, and provided nursery education provision) than to the local authority or the DHSS's classifications. A publicly available list of all nurseries includes at least some groups—not all, however, and a confusion of labels. Confusion is not to be dismissed as merely a matter of terminology. They have important repercussions. One is that they explode a myth about consumer choice. Since the 1972 White Paper on Education, *Framework for Education*, accepted the case for local planning and local diversity in preschool provision, based on existing resources, it has been widely assumed that parents make rational choices between different types of provision according to their own children's needs: parents who want a good educational experience for their child will select a nursery class or school, working mothers will use a day nursery, mothers who want to be involved in a cooperative self-help group will join a playgroup.

It is also surprising to find if you look at the small print that parents who answered "nurseries" when asked what type of provision their child attended, were reported under "day nurseries".

Another example comes from the figures published annually by the DES and DHSS, and the local authority figures published by OFPEA. While interpreting this information is not easy, the DES figures, for instance, include full-time and part-time places in "nursery education", and it is not always possible to distinguish nursery schools from nursery classes, or from "rising-fives" (in infant schools), collecting the information may be misleading. Take one example: DHSS figures distinguish "premises" from "places" under the heading "registered nurseries", and "children" from "places" under the heading "childminders"—the corresponding categories used by the DES on Form SSDA 503 in

We find that local authorities will plan day nurseries—full-time provision open most of the year—in areas where mothers do not work, and that the Prime Minister is reported as saying that nursery education—part-time provision closed during school holidays—is the answer to the working mother's prayer

collecting its annual returns from local authorities, are "premises" and "places" for children permitted to be "places" means the "number of children permitted" or "persons". Who but the statisticians will realize that "registered nurseries" (sub-category) premises/seasonal care really means playgroups together with all other groups offering part-time provision registered by social services departments? But we know of at least one local authority which got in a muddle when filling in its returns. Both local and national figures reveal muddle over care, in the home for "child-minders/seasonal care" may mean what it says or it may mean what is generally called "home groups" that is playgroups run by people in their own homes instead of a church hall or community centre. The only point which is clear is the explanation for all this: if a group meets in a public premises, the premises is registered, but if it is in a home, the person in charge is registered. Public "premises" are "nurseries" and anything at home is "child-minders".

The information put out by local authorities about their own services may add to the confusion. Oxfordshire social services department publishes a booklet listing all preschool provision, area by area, in one part of the authority—very useful information for parents looking for places. But the label it uses for most of the provision is "nursery" and for what?

Teresa Smith is lecturer in the department of social and administrative studies at Oxford University. Miriam Harris is the administrative research officer at Oxford Preschool Research Centre.

## Waddell: first big step on the road to 16-plus exam

by Caroline Haydon

New proposals for a common 16-plus exam to replace GCE O levels and CSE's met with a mixed but cautious reaction this week.

The steering committee set up by Mrs Shirley Williams, the Education Secretary, and chaired by Sir James Waddell, reported that a common exam system was both feasible and desirable.

But first reaction from two of the country's biggest GCE exam boards was that problems still lay ahead. "The Waddell report raises a lot of questions unanswered," said Mr Colin Vickerman, secretary for exams of the Joint Matriculation Board.

The section proposing new exam boards, according to region was a discussion of the problems rather than a proposal of solutions," he said.

The Associated Examining Board agreed that there were still "crucial issues unresolved" about the workings of a common system. "The problems of devising a system that allowed both very bright and less bright children to show their abilities were still there, said AEB secretary Mr. H. O. Childs.

"Waddell says they can be overcome but does not say how, so we are not convinced that the new arrangements will be a success. It is the feasibility studies done on the subject."

A lot of development work would still have to be done for a common system to be in use by 1985 as the report suggested. And the public would have to be properly informed about the new arrangements and how they compared to the old to keep a high level of confidence in the exam system, said Mr Childs.

The Confederation of British Industry, which earlier warned of "serious doubts" about the posi-



Getting rid of the sheep and the goats—NUT.

bility of constructing a system that would cater for the wide spectrum of ability now catered for by O levels and CSE's, said it would be looking more closely at the details of the report before pronouncing further.

The National Union of Teachers, welcoming the proposals urged pragmatic government action. A common system could be introduced by 1983 instead of 1985 as suggested by Waddell, said the union's education officer, Mr Alan Evans.

The union welcomed the introduction of a common system which would make schools more effective by diverting resources into teaching instead of exam organization. The existence of two different types of exam for 16-year-olds had encouraged a "sheep and goats" classification, which was quite inappropriate, it added.

The National Association of Schoolmasters/Union of Women Teachers also welcomed the report, but Mr Fred Smithies, assistant general secretary, warned that any increased use of school-based assessment, course work or continuous assessment could cost money.

## Protests fail to save East End mixed-race school

by Lisa Wood

Robert Montefiore, a multiracial comprehensive school in the East End of London, will close in 1983 in spite of fierce objections from staff, parents and local people.

An application to close the school was now made to Mrs Shirley Williams, the Education Secretary, under Section 13 of the 1947 Education Act. There will be a statutory period for objections to be made.

The decision was made on Wednesday by the Inner London Education Authority's development sub-committee. The school, which was established following the 1972 White Paper had 150 pupils. The White Paper had recommended that schools should be closed if they were not economically viable or if they were not in the best interests of the community.

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## Cheese and yogurt in free milk plans

Details of the Government plan to extend the EEC subsidy for school milk to other milk products, including cheese and yogurt, will be released to local education authorities next week.

The Government hopes the scheme will persuade I.E.s to accept the milk subsidy for seven to 11-year-olds. Many authorities are flailing at having to find the difference between the subsidy and the actual cost of the milk from the rate support grant.

Some feel there are more important priorities for their limited education resources than giving free milk to seven to 11-year-olds. In some areas it will cost more than £100,000 a year.

The authorities have until September to decide. So far the DES has had definite acceptance from five I.E.s—Hillingdon, Richmond, Slough, Somerset and Wiltshire Forest. Some objections from seven Kent, Shropshire, Surrey, Hampshire,

Herefordshire, Shullhull, Rodbridge and Northamptonshire.

L.E.s which have decided against the scheme, but have not yet informed the DES, include Lincolnshire, Cambridgeshire, Suffolk, Cumberland and Essex. The ILEA and Durham have voted in favour of it.

At Essex County Council Mrs Elizabeth Coker, who is also chairman of the Association of County Councils, suggested that the county should consider introducing cheese and yogurt.

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## 75% of British children hit by lead poisoning

by Sandra Hempel

Seventy five per cent of children in the United Kingdom suffer from a significant impairment of their learning abilities through lead poisoning, according to a research paper soon to be published, said Professor D. Bryce-Smith, professor of chemistry at Reading University, on Saturday.

He told the Association for Children with Learning Disabilities in London that the use of lead was now unrestrained and the human environment was tainted to a very high level.

A child's natural bent to explore made him particularly vulnerable to lead poisoning, he said, and in some cases a child had been established between what was regarded as a very mild attack, and brain damage. "Particularly nasty" feature was that these lead-induced disorders could appear in children who showed no obvious signs of neurological impairment and no other symptoms. "But the normal relationship between IQ and learning ability does not hold in these children."

The poisoning could either result in a delay in the development of the young child's central nervous system, or it could cause a disorder in the brain's bio-chemistry. The nervous condition was not normally reversible, but there was some evidence that the brain disorder could sometimes be reversed.

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It had been decided early on that a wider, more comprehensively based educational policy group would eventually be evolved.

The CRE had plans to set up such a group later this year, with members to be invited as individuals instead as representatives of groups or associations.

Mr Max Morris, executive member of the National Union of

Common classroom problems such as a bad memory and an inability to concentrate could well be caused by food allergies, Dr P. Kingsley, a Loughborough medical practitioner, told the symposium.

"How many times does one hear 'This child could do better if only he would keep awake and concentrate'? But fatigue is a very common problem among children with food allergies."

The most common culprits included chocolate, milk, table salt, and even tap water, although there were many others. Precise causes could only be established after exhaustive tests, but the results of the tests on children were much more definite than those on adults.

The Government is to spend £150,000 on a research project into the effects of lead in the atmosphere on children's health. The research will concentrate on the "Spaghetti Junction" area of Birmingham and on Tower Hamlets, in East London.

Three children who live near the Westway in London are suing four companies for damages alleged to have been caused by noxious fumes, particularly from lead in petrol. The children, one aged five months and the others aged two years, are bringing the action through their parents against BP, Shell, Ford Motor Company and Associated Octel.

Teachers, which led the lobby against expanding the brief, said: "It was recommended and accepted that the brief should be strictly limited to seeing whether there was evidence of NF infiltration in schools. This was a particular brief occasioned by particular incidents."

"The reason was that we wanted to get something done and not just have a lot of hot air talked about multiculturalism in schools."

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MACMILLAN EDUCATION



## CLEA's annual meeting

## DES at work on 'blacklist'

The Department of Education and Science has drawn up a list of 80 to 100 colleges and polytechnics which would be taken out of local authority control if the Oakes report on the management of higher education is not implemented, it was alleged last week.

Mr Peter Horton, chairman of Sheffield education committee, told the annual meeting of the Council of Local Education Authorities that the plans were being prepared by the department's civil servants.

And Sir Ashley Bramall, leader of the Inner London Education Authority, echoed the fear that local authorities would lose £400m if they lost control of polytechnics and colleges.

Mr Horton and Sir Ashley, both Labour politicians, were joined by Mr John Barnes, the Conservative chairman of Kent education committee, in welcoming the Oakes report, which said, put forward a sound general framework within which the maintained sector of higher education could develop over the next 20 years.



Peter Sloman tells the meeting: "New joint council will be able to make binding agreements"

## Chance to end Ulster's religious split

Managers and trustees of primary and secondary schools in Northern Ireland were urged last week to take advantage of the Northern Ireland Education Act, which received the Royal Assent at the end of May, and bring to an end years of religious segregation.

The All Children Together movement, an interdenominational organization of parents, teachers and churchmen and women, appealed to the Roman Catholic and Protestant communities in Northern Ireland to integrate the education of their children.

Mr Anthony Spencer, an executive member of the movement and chairman of Belfast Education Committee, said the churches should cooperate in establishing integrated schools.

He told a press conference during the Council of Local Education Authorities' annual meeting in London that the Roman Catholic bishops and the Rev John Paisley were opposed to the move, an overwhelming majority of parents had indicated in successive opinion polls that they supported it.

The new Act is the fourth attempt since 1926 to establish shared schools in Northern Ireland. All the

previous measures founded on the rocks of religious opposition. Now 98 per cent of Catholic children are taught in Roman Catholic schools and 99.5 per cent of Protestants are segregated.

Four opinion polls showed that up to 87 per cent of parents wanted integrated schools and would send their children to them. The lowest proportion in favour was in 1967 when 64 per cent of adults approved the idea.

The All Children Together movement believes that if more children of different religious backgrounds were to be brought together, fear and distrust would diminish and community harmony increase.

The new legislation provides two routes to integration. It is also the only education Act that enforces the right of parents to be consulted over the education of their children.

The first route opens when two-thirds of the Protestant church's representatives on the management committee of a state school decide to integrate. In most state schools at least half the managers are Protestant.

Parents' views are then sought in a secret poll. Where at least three quarters are prepared to share

the school the area education authority requests the Department of Education to establish an integrated school. The next step is the appointment of new managers with a third each from the parents, local authority and the churches jointly.

The second route is for the trustees of the Roman Catholic voluntary schools to follow. They have to take the same steps—obtain parents' approval and alter management committees in the same way.

The major difference between the two types of schools is that the Protestant church has half the seats on its schools' management committees, with parents and the local authority having a quarter each. Most Catholic schools have virtually no parental involvement. Two-thirds of the managers are the clergy. The majority is from the authority.

Both types of school are, in fact, open to all, but Roman Catholic schools do not greatly attract Protestant pupils, and as the state schools present an image of Protestant church control, they do not attract Catholic children.

Mr Spencer hoped that about five schools would take the first steps by the end of year. Most of them would be Protestant.

Parents' views are then sought in a secret poll. Where at least three quarters are prepared to share

Stephen Cohen reports from Sunderland  
New council to negotiate conditions of service

A joint national council which will negotiate teachers' conditions of service will be in operation by the end of the year, delegates were told. Talks between the two local authority associations representing the counties and the metropolitan areas have progressed far enough for a new body to be set up.

Mr Peter Sloman, education officer of the Association of Metropolitan Authorities, said letters would be sent out soon to local authorities about the joint council.

The need for a national council was realized earlier this year when it was realized that the Association of Metropolitan Authorities and the Association of County Councils could not conclude agreements which would be binding on their members. The two associations made up the Council of Local Education Authorities. It was a specific document on teachers' conditions of service which pointed out the anomaly.

The new joint council would be able to make binding agreements on salaries and conditions of service. It would be given the right to make recommendations on pay and conditions of service.

Mr Sloman said the council would be set up by the end of the year. It would be given the right to make recommendations on pay and conditions of service.

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## Politics for all—'no need to fear bias'

by Stephen Cohen

Political education should be taught in schools despite the fears of indoctrination, bias and possible insurrection by pupils who are given a taste of democracy. This is one of the recommendations in a report published this week by the Hansard Society.

All secondary school pupils should be given a basic understanding of politics so that they can cope with political issues and problems in industrial and everyday life. And every trainee teacher should have a course on politics. Existing teachers should be offered in-service courses and specialist centres should be set up to develop the curriculum.

The report comes after a £40,000 three-year research project funded by the Nuffield Foundation. Dr Bernard Crick, professor of politics at London University, headed the project team. Details of the report were published in the TES last December.

The report makes clear that political education has been a neglected area in schools. "The need was plain both for more of it and for a greater clarity of purpose about its objectives and methods."

And in a boldly stated section of the report, it says: "It should be done: there is no need to fear what is one of the greatest parts of our cultural heritage (even if one still feels the least fulfilled in terms meaning-

ful to the many) because of fears of bias or indoctrination. But it can be done better than it often is. "There is sometimes need for greater professionalism. There is need for greater system: some simple set of basic concepts should be used with a reasonable consistency."

"There is need for a small core of political education to be part of teacher education at every level (all children become citizens as well as workers, husbands, wives, parents and pedestrians, all of which can find a place in the curriculum)."

"There is need not simply for a modest requirement of timetabled hours in politics but also for helpful booklets, teaching notes and resources which will help the existing teacher of other subjects (or children) to enhance through what is done already, the political literacy of children at school."

The report says to rest any fears of children being indoctrinated. Some bias is not only probable, it says, "but, if we are mortal beings, unavoidable."

"While we share the fears of local authorities and parents that there can sometimes be gross bias in the classroom (whatever the subject), we do not share the hopes of those who believe that methodologies can be produced which are guaranteed value-free and will eliminate bias."

Teachers should be aware of their own biases and of their job is to make pupils aware of theirs and

to alert them to the implications of particular prejudices or perspectives.

"Such bias is human, venal, inevitable and actually educational. Plainly if we want citizens, we have to tolerate some of the unpredictable inconveniences of action and participation. We have to teach or let the pupils learn skills relevant to political action."

The possibility of pupils becoming enraged at the undemocratic nature of their schools is not ignored by the report. "The politically literate person is not merely an informed spectator: he is someone capable of active participation or of positive refusal to participate."

At the same time the politically literate person, while tolerating the views of others, is capable of thinking in terms of change and of methods of achieving change.

"We recognize that the chief difficulty lying in the way of educating for political literacy is not that this might encourage bias on the part of students or indoctrination on the part of teachers, but that it should inevitably and rightly encourage action."

Schools could probably do little to affect the way a person would vote, the report says. The basic social and political attitudes are more present outside school than within. But schools could help children examine how views were held—whether peacefully and tolerantly, or violently and blindly,



Professor Crick: 'bias is human.'

for instance—and equip them to deal with injustice.

Some practices in schools could actually negate an inculcation of political values. "It is obvious to the pupils, for instance, that a head teacher never consults with his colleagues, habitually interrupts lessons in progress (perhaps on civics), or draws up an agenda for a school council without consultation."

The report recommends: "A member of Her Majesty's Inspectorate should be appointed with special responsibility for political education."

the holding of a national conference on political education in the training of teachers in England and Wales;

the provision of in-service training courses for teachers and heads either run directly by the Department of Education or by assisting the Politics Association to do so;

a national survey of provision for political education which, if possible, should include Scotland and Northern Ireland.

Although the project set out to produce materials for lessons it was found that there was neither the money nor the time available. Instead it recommends that teachers should have access to a wide range of controversial materials. "We see the need for the trial of some kind of low-cost weekly fortnightly magazine for schools which contains such topical documentation drawn from the press, parties and pressure groups."

The report also contains outlines of syllabuses for civics and politics courses and examples of teaching in six schools and colleges.

One of the recommendations has already been put into effect. Mr John Slater, a contributor to the report, has been appointed a member of HMI responsible for political education.

Political education and political literacy, edited by Bernard Crick and Alex Porter, Longman, £7.50 hardback, £3.95 paperback.

## DES grant for worldwide teaching link

by Owen Surridge

The Department of Education and Science is to provide £5,000 to launch a standing conference on education for international understanding. The grant will be phased over two years, after which time the organization will be expected to be financially self-reliant.

This was announced by Mrs Shirley Williams, the Education Secretary, during a meeting of the Council for Education in World Citizenship at the House of Commons last week.

It was time schools reflected the reality of the multi-ethnic, multi-religious nature of modern society, she told the conference. Many subjects in the curriculum could be used to promote international understanding. "Britain is a microcosm of the international scene, and it is out of touch with reality to see it any longer as a homogeneous Anglo-Saxon world."

Nations were becoming less able to determine their own future without reference to others, and education for international understanding was essential. It was time to break away from the image, still prevalent in English school textbooks, of Britain in the last phase of imperialism and to recognize that it was now a multi-racial society.

Efforts to bring that home to the schools were being made by the DES which was to provide bridging for people of ethnic minorities in a bid to get a significant number of them sufficiently qualified for university entrance, and to train them.

Vouchers, Kent's experimental education voucher scheme was once again the focus of some politically flavoured exchanges in the Commons this week when Mrs Shirley Williams, the Education Secretary, repeated her contention that such a scheme would cost £400m to £500m.

Mr Patrick Mayhew (Royal Tunbridge Wells, Con) said she should congratulate the Kent County Council on doing her work for her in introducing a pilot school to see

## Parliament Secret records needed

The academic information on school records was generally available to parents throughout a child's school career. It was acknowledged that a small number of records would, however, also contain observations which, if considered, should be kept confidential within the schools in the pupil's own best interests.

These might refer to serious strains or difficulties in his home life which could affect his behaviour or performance or, occasionally, to suspicions that he is being neglected or maltreated and is at risk.

It was in these cases that the issue of confidentiality arose. It was particularly difficult to balance a general need for access to that information and the need to safeguard individual pupils.

A difficulty which was arising more frequently was a dispute about the custody of a child if a couple had separated. This was a fact of which the school needed to be aware, but either or both parents might object to its being placed on a school record.

How a parental-choice scheme worked.

Mr Rhodri Iwan Jones, an Opposition spokesman on education (Brent, North, Con), said many Conservative MPs commented the radical thinking of the Kent County Council and also the careful thought of the feasibility study before they decided to go ahead.

Handicapped children. Miss Margaret Jackson, Under Secretary of State, said a consultative document on the Warnock Committee's findings would be sent out shortly inviting replies by the end of February 1979.

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## 500,000 don't take their free meals

Nearly half a million children are not taking their free school dinners, which they are entitled to, according to a new survey by the Child Poverty Action Group.

Dr Shirley Williams, the Education Secretary, said the group was now a widespread, ignored problem.

As a result of Government estimates of 1.5 million last autumn, the group had been told that 1.5 million children would be eligible for free meals. But it says, "The number of children taking free meals had gone up, by only 100,000, in January."

It went on to say that 1.4 million children were eligible for free meals but only 1.3 million were taking them.

## Secondary shake-up plans go ahead

by Lisa Wood

Proposals for the reorganization of secondary schools in Bolton, Lancashire and Brampton, Cumbria, have been accepted by Mrs Shirley Williams, the Education Secretary, but plans put forward for schools in parts of Warwickshire and the Wirral have been rejected.

Plans for comprehensive education at seven secondary schools in two areas of Wirral have been approved by Mrs Williams, with effect from September 1980, but plans for four further schools have been rejected.

After a personal meeting with Mrs Williams, who was in the London borough of Kingston upon Thames over the making of the introduction of comprehensive education in the borough.

At a recent meeting, the education committee passed a resolution that it will not alter the timing.

But comprehensive plans for schools in Alcester, Studley and Biddford-on-Avon, Warwickshire, have been said to be unsatisfactory and Warwickshire has been given two months to submit fresh proposals.

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## Jobless total down

The number of unemployed teachers in England and Wales has fallen by 1,828 since June, Mrs Shirley Williams, the Education Secretary, told the House of Commons last week. She said it was not possible to forecast teacher unemployment for 1978-79.

The overall pupil teacher ratios last year in England for primary and secondary schools were the best since 1964. But there were still some authorities who had not reached the average and who were in a position to employ more teachers.

Provision had been made in the rate support grant this year for 11,300 additional teacher posts and Mrs Williams hoped those authorities who had not yet taken up their share of them would reconsider and do so as quickly as possible.

Mr Norman St John-Stevens, chief Opposition spokesman on education (Chesham, Con) asked when the Minister would introduce the new set of regulations to enable teachers to retire earlier with their benefits. That would be a way of providing jobs for newly qualified teachers.

Mrs Williams replied that they had put forward the first set of regulations about the retirement of teachers, a more difficult second round, which involved pension enhancement, would be laid before the recess (either the end of next week or the week after).

In exchanges about falling school rolls, Mrs Margaret Jackson, Under Secretary of State, said the Government was pleased that L.E.A.s were employing more teachers with the extra money given them under the rate support grant for that purpose.

## Move to fight extremism in playgrounds

Playleaders should be given adequate training in the practical and theoretical aspects of political education in order to combat extremist organizations, such as the National Front, says a resolution presented to the National Playing Fields Association.

The demand, from the London branch of the National Union of Public Employees, "notes with great concern the growing impact of the National Front and the grounds that the National Front Youth Campaign is making in youth clubs, schools and playgrounds and is applied to the tolerance with which it is being received by people in play."

An internal memorandum prepared subsequently by Mr John Adams, deputy director of the association's children and youth department, underlines the importance of teaching playground leaders to offer an unbiased political viewpoint.

The memorandum also cites four cases of extremist activity in playgrounds.

Mr Adams said this week that most playgrounds were moderate but "tended to provide a political nature voiced by children simply because they can only answer as they feel. They are not at present trained to provide an unbiased, balanced political viewpoint."

To advance the memorandum Mr Adams canvassed the association's eight regional officers. He wrote: "Many know of playgrounds or management committee members who are communist or Socialist workers party members, but have no direct evidence of undue influence on the children."

Government plans for a computerized system of medical records of pre-school children were criticised by Dr James Cameron, chairman of the council of the British Medical Association, at the association's annual representative meeting in Cardiff last week.

The decision to go ahead with the scheme was taken by the Department of Health in April, despite furious objections from the association's central ethical committee. The BMA has warned that doctors cooperating with the scheme could be charged with unprofessional conduct. It is concerned about possible breaches of personal privacy.

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## Waddell gives the green light for a common system at 16-plus

The abolition of GCE O levels and CSEs in favour of a common 16-plus exam came a step nearer last week with the publication of the Waddell Steering Committee report.

The committee's carefully phrased verdict was that a common system of examining was "educationally feasible". It accepted earlier Schools Council recommendations that such a system was desirable to end the confusion often caused by the present dual system and the waste of time and energy involved in administering it.

It agreed that schools should no longer have to decide between two exam systems early on in a pupil's career.

Its main recommendations were:

- The new exam should be judged on a seven-point grading system, with the top three grades being on a par with the present O level pass grades A, B and C, while the remaining four would be equivalent to CSE grades 2, 3, 4 and 5;

- It should have an additional "ungraded category" for those whose performance did not merit a certificate;

- alternative papers should be provided in some subjects, such as maths and modern languages, to be taken by candidates of relatively high or relatively low ability;

- existing GCE and CSE boards should re-group according to region, forming about four groups in England and one in Wales, each containing at least one of the present GCE and CSE boards;

- each school should still be free to choose exams provided by groups other than the one in its region.

It was not part of the Waddell Committee brief to go over the arguments in favour of a common system, which have already been accepted by Mrs Shirley Williams, the Education Secretary. Its main task was to decide whether such a system could be introduced.

"without creating major educational difficulties" or impairing the reliability and usefulness of the exam system.

Now that it has decided that "candidates in the ability range for which a common system must cater (i.e. the upper 60 per cent of the whole ability range) can be placed appropriately on a single grading scale" and that "a common system need not affect adversely the education they receive", it is clear that the green light for the 16-plus has been given.

Mrs Williams has agreed with the committee that it is desirable to end the uncertainty which has surrounded the exam. A "firm decision" is promised in the near future and is expected in September.

Waddell suggests that the new syllabuses could be introduced by the autumn of 1983, with the first exam under the common system in 1985.



Sir James Waddell.



## The exam: five different ways to do the job

Not all subjects lend themselves to exams where all candidates take the same papers. In some, such as mathematics, modern languages, physics and chemistry, alternative papers are needed, if the full range of appropriate skills and concepts are to be tested.

This was a main conclusion of the committee's Educational Study Group, whose findings are summarised in the main report.

The group produced this definition of a common system of examining:

"A single system providing examinations designed for candidates in the same ability range as that for which the GCE O level and CSE examinations are currently designed. The examinations may take a number of forms ranging from a common examination where all candidates take the same papers or other tests, to a differentiated examination where candidates, in addition to taking a common paper, may choose between alternative papers or tests set at different levels of difficulty. All grades must however be awarded on a single scale and all certificates must bear a common title." The committee accepts this definition.

Both the study group and the whole committee agreed that any system of examining has imperfections: had O levels and CSEs been subjected to the kind of scrutiny given to the joint exams, a good many of the same problems would have been shown up. When shortcomings in the joint exams were shown by O level and CSE, they were set aside (although attention was drawn wherever possible to changes for improvement).

The committee also accepted the generally agreed principle that in the relationship between exams and the curriculum, the curriculum should lead.

The Educational Study Group concluded that a common exam would require a greater variety of examination techniques than either the CSE or O level exams.

Greater use of practical tests and

oral assessments would be needed, and school based assessments of work over a period of time was valuable. These advantages did not only apply to average and less able candidates: there was evidence that able pupils could be effectively judged by school based assessment pitched at the appropriate level.

The group outlined five different examining strategies:

(i) common papers taken by all candidates;

(ii) common papers taken by all candidates, but containing questions designed to present different degrees of difficulty (for example, structured questions which all candidates are expected to attempt and which have a built-in "incline of difficulty");

(iii) common papers taken by all candidates, but containing questions/part-questions with stated different mark weightings (with questions which involve choice of question on the part of the candidate);

(iv) a common paper taken by all candidates, plus alternative papers reflecting different approaches to the subject and/or different forms of assessment, but which are not intended to be at varying levels of difficulty. Candidates can attain the highest grades whichever papers they choose;

(v) a common paper taken by all candidates, plus alternative papers which are intended to be at varying levels of difficulty. If the candidate chooses an easier alternative paper he cannot normally attain the highest grades.

There is an important distinction for candidates between the first three—where all candidates take the same papers, though there may be important choices between questions—and the last two, which have alternative papers.

The evidence suggested that in some subjects, alternative papers would be needed. This applied particularly to subjects such as maths and modern languages, where differentiated papers are needed to enable all candidates to show what

they can do, and to allow items appropriate for some without distorting the curriculum for others. The group believed that techniques existed to compare performance on papers with different levels of difficulty—for example a bad performance on a hard paper with a good performance on an easy one. It helped if some papers, or other kinds of assessment, are common to all candidates.

Both the study group and the whole committee believe that the present distinction between three models of examining are now unrealistic, and should be abandoned—there are too many "mixed" schemes for the present distinctions between Modes I, II and III to make sense.

The group reviewed the experience of the trial common exams in different subjects.

In mathematics, they found that "the nature of the subject—embracing the acquisition of basic skills

of numeracy and the understanding of abstract concepts" had presented difficulties for curricula which set common papers for all candidates;

In English language, the group concluded that a common exam is feasible. But the discussion-type essay and précis, among other forms of composition, tended to be beyond the reach of all but the more able candidates.

The committee believes that the more successful trial English exams tested a broad range of written and oral skills, and added to the knowledge and experience already gained in the dual system by the exam boards.

In biology—unlike physics and chemistry—the evidence shows that a common approach could succeed. Careful attention had been paid to the suitability of syllabuses and assessment procedures for candidates throughout the trial.

The group believed that development work was still needed in the period before the common exams were introduced. It recommended that two main principles should be applied in the preparation of syllabuses: schools should have an appropriate choice of available syllabuses, and the syllabus should be as clear and intelligible as possible, to users as well as schools.

It endorsed the Schools Council recommendation for a seven-point grading scale, on the grounds that schools should see old and new systems side by side, and that teachers and students familiarly with existing standards are maintained.



## Costs: maybe more, maybe less

In an attempt to get a clearer picture of the costs of running a common system, the committee set up a Costs Study Group, backed by accountants from the DES, local authorities and the firm of Fox, Marwick, Mitchell and Company. Details of their study is given in Part Two of the report.

Commenting on their findings, the committee says: "Information was not available about the expenditure of the boards under the present system on a consistent basis and there was therefore no ready way of pointing out variations of expenditure between the two systems. It was possible to forecast in detail the educational and administrative character of new arrangements and the group made a range of differing assumptions about each possible aspect of a common system that would have a major effect on costs. On the other hand, their task was to some extent simplified by the fact that they were asked to consider only the effect of a common system on costs, and were not called upon to assess the factors which will influence the cost of running a common system."

Most notably, the number of pupils who will present themselves and the number of subjects for which they will enter. With this in mind, the group's study of examining costs was based on a comparison between the expenditure on the present dual system in a recent year and the expenditure that might have

been incurred had a common system then been in operation."

Describing its attitude to the cost group's report, the committee says: "The possible increase in cost discussed in the group's report are very small in terms of overall expenditure on schools. But they should also be seen in relation to the cost of examining. The board expenditure on all activities, including A levels and overseas examining, amounted to about £21m in 1976. The CSE boards accounting for 21 per cent of the total spent £4.4m. The O level boards spent £13.5m (CSE £6.4m, O level £7.1m).

It was not practicable for the group to attribute precise costs to the operation of a common system or to the changeover from the present dual arrangements. This reflected our aim which was not to produce a detailed pattern of examining and administrative structure for a common system but rather to reach general conclusions and make broad recommendations. Describing its attitude to the cost group's report, the committee says: "The possible increase in cost discussed in the group's report are very small in terms of overall expenditure on schools. But they should also be seen in relation to the cost of examining. The board expenditure on all activities, including A levels and overseas examining, amounted to about £21m in 1976. The CSE boards accounting for 21 per cent of the total spent £4.4m. The O level boards spent £13.5m (CSE £6.4m, O level £7.1m).

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## replace CSE and O levels. Here is a summary of the committee's report



## Admin: territorial groups best?

In considering the administration of the new exam the committee was guided by four principles—the new system should make full use of existing staff and resources; disruption in the changeover should be kept to a minimum; the new structure should not interfere with A level examining; and the structure should ensure that certificates have a national currency.

The committee rejected the idea of a single national examinations board because it "would involve disrupting valuable links between the boards and local education authorities and universities; and because we considered it undesirable for a single organisation to have a monopoly of 16-plus examining."

Another proposal was that "some or all the existing boards could independently offer the full range of examinations under a common system either in free competition with each other, or by stricted to particular regions, or through some intermediate arrangement." But the committee decided that none of these possibilities represented a real option.

"The experience of both O level and CSE examining is needed as the basis for developing some intermediate arrangement under a common system. Nor would these arrangements utilize efficiently the resources of the present boards. Separate regions would guarantee each board a regular supply of work, but would destroy freedom of schools to choose a board which suits their requirements and would pose severe difficulties in reaching agreement on the division of the country into small areas."

The committee also considered the proposals of the CSE and GCE boards themselves. The CSE boards had proposed a two-tier structure, with 14 or so regional boards and six provincial boards, the former responsible for 16-plus examinations and the latter for sixth form examinations. The GCE boards considered it unrealistic to attempt radical changes in the short term and thought a new structure should be achieved generally through GCE and CSE boards. The committee found the GCE boards' proposals "impractical" and the CSE boards' proposals "appeared to imply that most of the present GCE boards would cease to be responsible for 16-plus examining. This too was found unacceptable. We concluded that no 'perfect' solution existed."

"We turned to the most obvious alternative—the early establishment of a well defined pattern of co-operation between the boards. We were encouraged in this by indications in the boards' own proposals that they too saw co-operation as a necessary feature of a new administrative structure."

"This could in theory take a number of different forms the report says. Most were impracticable. General co-operation amongst all boards under central guidance would lead in effect to the model already rejected—a single national board. Regional offices. Cooperation between GCE boards only or between CSE boards only would have little point."

Cooperation between CSE and GCE boards on a one to one basis was ruled out because of the diversity in their numbers. This too was impracticable.

The possibility of co-operation between at least one each of the four main groups of boards (GCE and CSE boards (such groups would naturally tend to co-operate more closely than GCE boards alone) and the two regional groups) was considered.

The report says that in some less commonly taken subjects it would

	ENGLISH	MATHS	SCIENCE	HISTORY	GEOGRAPHY	LANGUAGES
AEB/SERIN	*	*	*	*	*	*
AEB/MIDDX	*	*	*	*	*	*
AEB/MRBS	*	*	*	*	*	*
CAMBRIDGE/SVEN	*	*	*	*	*	*
CAMBRIDGE/ESWEN	*	*	*	*	*	*
CAMBRIDGE/WHYRE	*	*	*	*	*	*
JMB/TWYLER	*	*	*	*	*	*
JMB/MRBS	*	*	*	*	*	*
JMB/ALSB/TWYLER	*	*	*	*	*	*
JMB/ALSB/NWREB	*	*	*	*	*	*
LONDON/SERIN	*	*	*	*	*	*
LONDON/SERIN	*	*	*	*	*	*
OXFORD/SERIN	*	*	*	*	*	*

KEY: GCE Boards: AEB: Associated Examining Board; CAMBRIDGE: Cambridge Local Syndicate; JMB: Joint Matriculation Board; LONDON: London Board; OXFORD: Oxford Board. CSE Boards: AEB: Associated Examining Board; AEB: East Anglian Exams Board; MRBS: Metropolitan Regional Exams Board; MIDDX: Middlesex Regional Exams Board; NWREB: North West Regional Exams Board; SEREN: Southern Regional Exams Board; SEREN: South East Regional Exams Board; SWEB: South Western Exams Board; WMB: West Midlands Exams Board; TWYLER: West Yorkshire and Lindsey Regional Exams Board; YREB: Yorkshire Regional Exams Board.

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The initial feasibility studies were done for the Schools Council, but the educational study group had the chance to consider extra evidence from consortia exams between 1975 and 1977. The biggest increase in pupils sitting joint exams took place after the Schools Council had completed its work.

by amalgamation or during the formation and development of groups. We expect that the identification of an individual board with one or other aspect of the dual system would tend in time to disappear."

The committee saw a danger that if the certificates were awarded jointly by the former GCE and CSE boards, these would not be seen, at least at the outset, as comparable either within the group or nationally. "We consider therefore that certificates must be issued in the name of the individual board; this means that the group would have to accept responsibility for certificates and grading. A group would require some central machinery to enable the boards jointly to take responsibility for the group's certificates and grading."

The committee concluded that groups of boards should be territorially based. "Examining within a defined region is an essential aspect of the present CSE board's work and constitutions; a territorial basis should go far to ensure a balanced distribution of examination work among the groups; and it would facilitate co-operation between schools and local education authorities in the work of the group to emerge if the Secretary of State accepts our recommendations would depend on subsequent negotiations."

It seems unlikely that more than four groups would be established in England. The areas to be covered by groups in England would require consideration after a decision by the Secretary of State, but it would be necessary for them to coincide with local education authority boundaries and to take account of the geographical distribution of business of the boards concerned.

It would not be practicable to devise a detailed internal group structure in advance of agreement between boards on the formation of particular groups.

The report says that in some less commonly taken subjects it would

	ENGLISH	MATHS	SCIENCE	HISTORY	GEOGRAPHY	LANGUAGES
AEB/SERIN	*	*	*	*	*	*
AEB/MIDDX	*	*	*	*	*	*
AEB/MRBS	*	*	*	*	*	*
CAMBRIDGE/SVEN	*	*	*	*	*	*
CAMBRIDGE/ESWEN	*	*	*	*	*	*
CAMBRIDGE/WHYRE	*	*	*	*	*	*
JMB/TWYLER	*	*	*	*	*	*
JMB/MRBS	*	*	*	*	*	*
JMB/ALSB/TWYLER	*	*	*	*	*	*
JMB/ALSB/NWREB	*	*	*	*	*	*
LONDON/SERIN	*	*	*	*	*	*
LONDON/SERIN	*	*	*	*	*	*
OXFORD/SERIN	*	*	*	*	*	*

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financial affairs of a group should contain strong local authority and university elements.

Care would be needed to ensure that the overall capacity for research is maintained in a new structure.

The committee devoted time to considering whether schools should still be allowed to enter candidates with a group of their choice.

"It is clear that many teachers see such choice as necessary because of the opportunity it offers to select, from a range of board-based examinations and a variety of administrative practices, those which best suit their pupils and schools. We recognize the strength with which this point of view is held, although we believe that groups of boards could provide wider range of board-based examinations in the commonly taken subjects than most individual boards at present."

"In practice we expect that most schools will want to keep in close touch with the development of the new examinations and this can most readily be done through the group in whose area schools are located."

"Freedom of choice of board might in practice be little exercised, but to deny it altogether or to prescribe controls before schools can see more clearly the nature of the new structure as it affects them would, we believe, be an obstacle to the smooth introduction of a new system. Our conclusion is that it would, therefore, be best not to restrict deliberately this kind of choice if a common system is introduced. Schools would be able as at present, to choose between GCE boards for A levels."

"Much could and probably should be left for consideration and agreement within each group. At the same time, central co-ordinating arrangements at national level will be required both in the long term and during the transitional period which would follow a decision by the Secretary of State in favour of a common system."

"Once the composition and structure of groups has been decided, the committee concludes that it would be necessary for the DES to endorse the certificates awarded under a common system. For this and other reasons the Secretary of State will have to allocate responsibility for central co-ordination. The DES will need initially to take the major share of this task and its close involvement will continue for some time because the Secretary of State will no doubt wish to monitor progress."

"Nevertheless, we consider that central co-ordination should not rest finally within central government. It would not seem necessary to set up a new body for this purpose since the Schools Council already carries out relevant functions in relation to the examining system and could provide a forum for bringing together the partners. The council might need to establish machinery for the purpose and the consequences of this would need consideration. It seems to us desirable that those responsible for central co-ordination should make an annual report on their work to the Secretary of State and that this report should be published."

"We do not believe that control of the certificates by a central authority would promote public confidence in a common system of examining. Instead there should be representation of the appropriate interests within any one of the boards having a majority voice. These interests are the teachers in the schools in the group's area (at least some of whose representatives should be chosen by and accountable to their colleagues); the universities; the local authorities; and the other users, notably employment interests and parents. It should be open to the Secretary of State to nominate an assessor in a senior body in a group."

The senior body of a group would be responsible for major policy issues. Below that level there would be a need for committees dealing with educational and administrative/financial matters. A committee concerned with the conduct of examinations should contain a majority of serving teachers. A committee dealing with the administrative and

financial matters of a group should contain strong local authority and university elements.

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# School to work



## 'No employer' apprenticeships YOP: bar on school leavers lifted will help solve skill shortage in vital industries

A shortage of key craftsmen which threatens the operations of some of Britain's most vigorous growth industries has led to the introduction of a new kind of industrial training — apprenticeship without employers.

Fifty-five school leavers will begin a three to four-year training period under a new Government-backed scheme this September as instrument artificers who keep production flowing in the oil and petrochemical industries. The handful of big companies, who have until now done all the training, say they can no longer produce enough artificers to meet the expanding demands of the rest of industry and that of the Middle Eastern countries who are offering trained men up to £600 a month tax free, 10C, which has the biggest apprentice training programme, has lost so many artificers that it has had to close down an ethylene cracking plant.

The place of the employers in the new scheme will be taken by the Chemical and Allied Products Industrial Training Board, with whom the trainees will sign apprenticeship indentures. They will be paid normal apprentice rates. The £250,000 a year programme is being funded by the Manpower Services Commission, which recognizes that the board is tackling a national problem which goes far beyond the chemical industry.

by Mark Jackson

The restrictions on entry to the Government's Youth Opportunities Programme for school leavers have been lifted in a number of areas of particularly heavy unemployment.

The rules bar summer term leavers from participating in the scheme until September and require that a youngster must be out of work for at least six weeks to become eligible. They were imposed by the Government, despite the fact that the working party which produced the scheme had recommended against them, because it feared the programme would otherwise be

swamped by youngsters able to get a job if they tried.

The areas in which the restrictions have been lifted are Merseyside metropolitan county, Widnes, Ellesmere Port, Cleveland, and Durham.

Careers officers in many other parts of Britain have been reporting that they cannot fill all the vacancies already available in the Youth Opportunities Programme because they are not allowed to offer them to leave now on the dole, Mr Ray Hurst, secretary of the Institute of Careers Officers, said this week.

This may have swelled the total 231,806 leavers on the unemployment register this month. The figure, 19,526 up on last month, is the yearly peak, and is 10,000 more than at the same time last year.

Although slightly more youngsters are off the register as a result of the Youth Employment programme, which is as yet in its early stages, there seems to have been a rise in the number of youngsters finding jobs or staying in education.

The number reaching leavers this year is higher than last, but various Government figures account for around 91,000 of

## Day release should be right of all

A legal entitlement to day release for all young people aged between 16 and 19 is one of the reforms called for in a motion to be submitted to the Trades Union Congress in September by the National Union of Teachers.

The union has decided that one of its two resolutions should call for a co-ordinated approach to the education and training of 16 to 19 year olds, whether they are at work, school, or further education college or unemployed.

The second motion deplores the Government's decision not to make the necessary additional funds available for the implementation of health and safety legislation.

## Retrain adults only says MSO

The Manpower Services Commission are to be asked next week to agree to keep the government retraining scheme restricted to adults.

The commission's officials, who have now completed the first major review of the Training Opportunities Scheme, are proposing that the qualifying age should remain at 19, despite the views of many of the education institutions consulted.

The officials are proposing that far more care should be taken in future to ensure that people should only be retrained for occupations where they are likely to find work.

But they are also suggesting to adults — particularly the unemployed — should be offered general preparation courses to improve their employability. Such courses would be largely modelled on the retraining and life skills training developed by the Training Service Agency.

The commission's officials estimate that the demand for such courses is likely to mean that if the numbers on occupational courses have to be trimmed because of fewer job vacancies, the size of TOPS over the next five years may grow by 20 or 30 per cent.

## End of term report: must try harder to see where we go from here

Hardly a day goes by without a headline about the end of term. Early in the summer, almost for sure, there will be a general election. And almost as certainly the outcome of the election will help to decide the pattern of British education in ways that matter profoundly.

Yet, education will not be an election issue — it is entirely proper that even more urgent questions about the management of the economy will take precedence. So academics in all parts of the system will go on their summer holidays (if they can afford to do so) with the sense that there is a penny already spinning in the air, and that their fate will be in part determined by the way it comes down some time in October.

What follows, then, is a kind of end of term report, beginning as it prudent with the least contentious issues — those in higher education and scholarship especially. A few months ago (March 10) I was glooming about the contrast between the tone of scientific research in British and American universities. Although it is possible to plead

## Science diary by John Maddox

The question would not be worth asking if the answer were more depressing than "Not quite". The root of the problem is not just the lack of funds for the support of research but the way in which research is organized.

In my opinion, the most serious symptom of the present condition of research in British universities is the difficulty of launching new projects. It is hard to get a young man or woman with a promising idea to get the necessary support from the people and the funds to give his idea a fair trial. Success would bring reputation for the person and for the university. Failure would entail the dispersal of a small research team.

Several influences have undermined this flexibility, the chief of which is the dominance of university posts (which is a consequence of the numbers of university teachers in their late thirties and the fact that most of them have lifelong tenure). The way in which all universities tend to be regarded similarly by the sources of financial support — the research councils and the University Grants Committee — helps to ensure that research efforts are too thinly spread across

university research. There are resistant to the notion that there should be a redistribution of effort in research in such a way as to concentrate effort into research groups large enough to be effective — or, more accurately, are unwilling to contemplate a concentration that might affect them adversely.

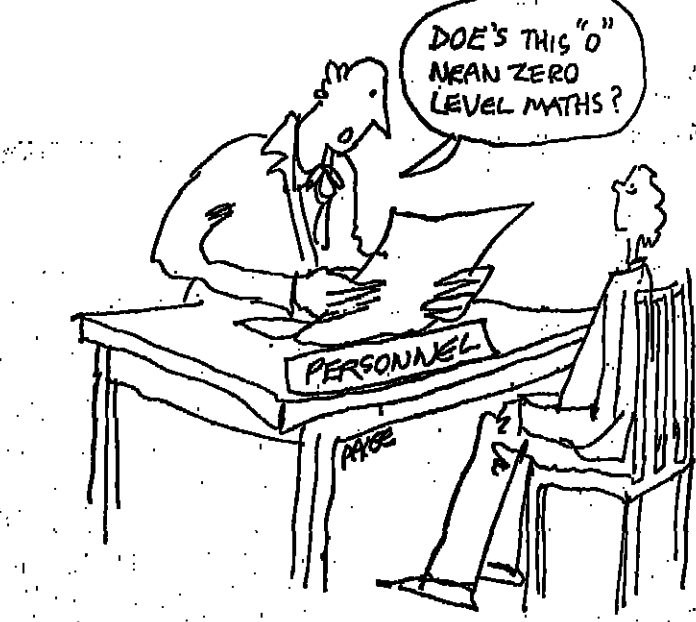
And several of them have either been so deprived of continuing support from the UGC, or have so mismanaged what they get, that they appear to have resources only for keeping alive the research projects they already support.

Also, the prospects for improvement are poor. There is little sign that British universities yet appreciate the way in which the quality of research is being undermined. Yet there is no prospect of a return to the halcyon conditions of the 1950s.

Whatever the election yields, there is no choice and no case for asking that the next government will be able to loosen the purse strings. So the chances are that time will pass, and that the condition of the research enterprise will continue to deteriorate.

There are, fortunately, prospects of change at the transition between secondary schools and higher education, and a little luck may yet ensure that the outcome is in the long run beneficial. For, in my opinion, we are rapidly creating for ourselves a kind of monstrosity that can only be resolved by some radical device the need for which is quickly becoming self-evident to the next government.

To universities, polytechnics and most other institutions of higher education, academic freedom is taken as the dogma of universities. It is a consequence of the numbers of university teachers in their late thirties and the fact that most of them have lifelong tenure. The way in which all universities tend to be regarded similarly by the sources of financial support — the research councils and the University Grants Committee — helps to ensure that research efforts are too thinly spread across



The case against the present A level system as a means of selecting students for higher education is, of course, overwhelming. It ensures too narrow an education for those who go on to degree courses.

It is especially foolish that the content of, say, a chemistry A level course should be determined by the supposed needs of university departments of chemistry, even though most of those with A level chemistry who go on to higher education take degrees in some other field. But A level is also inappropriate to the needs of the increasing numbers of students in the sixth forms who (surprisingly though it may seem to university academics) have quite different ambitions. So there is a case for changing the A level system.

Unfortunately, very similar objections apply to N and F, which is also exceedingly hard for students and their teachers to understand. N and F is not a reform but a compromise. It would be far better for the future health of schools and universities alike if there were a more radical attempt to reorganize these two levels of the educational system. And the way to do this is simple enough.

Universities should set about selecting at least a proportion of their students (say 10 per cent to start with) by criteria quite different from performance at N and F. For the people concerned, an extra pathway in the sixth form (at the beginning) might

be necessary. That this is what happens elsewhere should not be an insuperable objection. The third issue is that of the curriculum of the secondary school. It is not so much the question of what to teach, but the question of how to teach it. The curriculum should be determined by the needs of the students, not by the needs of the university departments. The curriculum should be broad and comprehensive, and should include the study of the sciences, the humanities, and the arts. The curriculum should be designed to give students a good general education, and to prepare them for the challenges of the future.

## Little rank and file support for vouchers

WASHINGTON

Education vouchers still have a strong intellectual following in the United States, but there is little sign of them picking up the sort of political support that would be needed to set up a full-scale scheme.

Denis Doyle, head of the school finance division at the National Institute of Education put it, vouchers remain "an idea in search of a constituency. The appeal of vouchers has been magnetic as a concept by which to attract interest. The support of the rank and file, whether teachers or parents, unfortunately has been modest."

The famous Alum Rock scheme in San Jose, California, which is cited in any discussion of vouchers as their only practical trial so far, remains in effect in a fashion — six years after it was started and a year after federal financial support ended.

But Dr Doyle, who, as director of the voucher office at the now defunct Office of Economic Opportunity, has been a key figure in the Alum Rock school district has really only maintained a "weak and attenuated version" of the scheme. Although the outward trappings are still there, it is essentially all over.

In the eyes of many advocates of vouchers, especially those on the political right, Alum Rock was not a genuine test of the concept, because of the limitations and restrictions of the scheme. For example, private schools were more or less excluded.

Still, whatever its imperfections, Alum Rock has provided some evidence where none existed before. No one can say that, overall, vouchers at Alum Rock were a runaway success, but they were not a complete

As controversy continues to rage within the Conservative Party on the desirability of vouchers, Clive Cookson, assesses the impact of the idea in the United States where one scheme has been operating for six years

disaster either. Here are some of the broad outcomes:

- There was little popular support for vouchers in Alum Rock, a poor district with a large population of Mexican immigrants, before the experiment started, and little developed as it progressed.
- Teachers gained the most from the project. They greatly increased their power and influence in the district, though some complained that vouchers gave them a lot of extra work without sufficient extra pay. (The United States' two big teacher organizations, the National Education Association and the American Federation of Teachers, are strongly opposed to vouchers.)
- Contrary to predictions, there was not a big increase in "parent power". Parents did not use their vouchers as economic instruments to influence the professional educators, and traditional PTA meetings remained the forum for airing grievances.
- The experiment did substantially increase the educational diversity of the 21 elementary schools in the district. The old uniform curriculum gave way to a variety of traditional and innovative programmes, including the same building in "mini-schools".
- The shortage of clear-cut conclusions about Alum Rock has not stemmed the flow of books and articles by educational theorists in favour of vouchers.
- The latest book entitled *Education By Choice: The Case for*

*Family Control*, by John Coons and Stephen Sugarman, two law professors at the University of California, Berkeley. Their case rests on the premise that only the family of each individual child knows what sort of education would be best for him or her.

Voucher advocates do have one possibility of a real breakthrough in the United States this year. Voters in Michigan will probably have a chance to vote in November on a proposition to abolish the financing of education through local property taxes (comparable to British rates) and institute a state-administered voucher system instead.

Supporters of the Proposition have gathered the 266,000 signatures needed to put it on the ballot in Michigan in the November general elections, but the petition has not yet been validated by the state.

The Proposition is opposed by a coalition of 30 educational and other groups, from the Michigan Education Association to the National Association for the Advancement of Coloured People.

The opponents say that it would cause chaos because it does not give details of the way the voucher system should be implemented, that it would unconstitutionally give state money to church schools, and that taxpayers would lose the property tax saved through higher state taxes. The measure has so far been oversubscribed by two other tax initiatives in Michigan. One — sup-

## Nursery teachers stress importance of maths

from our correspondent

PARIS

Should preprimary education try to change the traditional images and stereotypes in the roles played by girls and boys? This issue was hotly debated at the 51st annual conference of the General Association of Kindergarten Teachers at Paris.

In common with most western countries, preprimary education has been one of the major priorities in French educational policy over the past few years.

School normally begins at six for French children but around 98 per cent of five-year-olds now attend kindergarten and almost 80 per cent of four-year-olds. The past five years have seen the development of special programmes emphasizing language ability and mathematical concepts.

Maths is particularly important in France as selection for and access to the elite sectors of higher edu-

cation depends largely on mathematical ability. It is often through failure to pay attention to this at home that disadvantaged children are additionally handicapped, according to experts.

The General Association of Kindergarten Teachers has 28,000 members, almost exclusively women. In future the association will be open to male members but preprimary education in France employs some 60,000 women and not more than 100 men.

The question of differentiation between sex roles among young children was a major point of discussion. Professor Fernand Olivier of the University of Montpellier III, a specialist in early child development, has grave doubts if it is realistic.

Overprotection just as much as neglect of the emotional relationship between mother and child had long-term detrimental effects, he suggested.

## Young jobless numbers fall

by David Dungworth

There is cautious optimism in the Federal Republic over the steady fall in unemployment among young people during recent months.

Figures published recently showed that the number of teenagers out of work had fallen by 11.3 per cent to 70,500. This is well below last year's peak of over 100,000.

More important in the long term is the continuation of last year's improvement in the supply of training places. By the end of April employment exchanges had been notified of 323,000 vacancies. Although this represents an increase of 17 per cent over the total of 276,000 for the same period in April 1977, it still falls far short of the 393,000 applications for training places. Official estimates predict that next year will rise to 277,000.

According to Herr Hermann Schmidt, general secretary of the Federal Institute for Vocational Education in West Berlin, the real need will be nearer 700,000. "The 1977 forecasts," he points out, "underestimated the actual demand for places by 20,000 and a reasonable surplus is also necessary to ensure that young people have some degree of choice as regards their future profession."

Herr Schmidt believes that many firms, which already train apprentices, have reached the limit of their capacity to do so. What is now needed to achieve the Federal Government's target of a 12.5 per cent surplus of places is a nationwide campaign to encourage more small and medium-sized industrial concerns in particular to take on



Getting down to the cooking.

Republic of Ireland

## Girls steer clear of 'boys' subjects

from John Walshe

DUBLIN

The latest sets of Education Ministry statistics show that Irish girls continue to opt for "soft" subjects like languages and domestic economics, avoiding more vocational-oriented subjects, such as metalwork and mechanical drawing. They also reveal that boys outnumber girls at university and in third-level technical colleges.

The figures for the academic year 1977/78 show that the numbers of full-time students at each level of education were: first level, 561,962 (273,429 girls and 288,533 boys); second level, 287,533 (147,853 girls and 139,680 boys); third level, 37,222 (14,910 girls and 22,312 boys). Total of 886,718 compared with 722,631 in the 1968-69 academic year.

The latest Statistical Report contains separate tables for girls and boys of the numbers taking each subject in the junior and senior cycles at the second level in 1976-77 — the first time this

information has been given in the report.

In the 1976/77 academic year, there were over 92,600 girls and 97,000 boys following the junior cycle programme, and it is interesting to compare the numbers taking some of the optional subjects, for example: French, 74,757 girls and 80,248 boys; home economics, 70,531 girls and 2,048 boys; art, 51,551 girls and 58,466 boys; woodwork, 703 girls and 48,515 boys; metalwork, 414 girls and 33,066 boys; mechanical drawing, 1,370 girls and 52,424 boys.

There were over 41,000 girls and 36,000 boys following the senior cycle programme. A total of 27,513 girls and 16,898 boys were studying French, 22,746 girls and 15,222 boys were studying biology, there were 9,315 girls at all and 4,135 boys studying engineering work-shop (theory and practice), 17 girls and 8,023 boys studying technical drawing, 17 girls and 4,484 boys studying building construction, 10,502 girls and 5,089 boys studying art (including craft), 22,575 girls and only 247 boys studying home economics.

The large number of single sex schools in the Republic probably accounts for much of the differences in subject choice between the sexes.

There may be more girls in the second level of education, but they are, relatively speaking, far outnumbered at the third level, 14,910 compared with 22,312 boys last year.

## Holland Minister saves 4,000 jobs

from John Richardson

THE HAGUE

Education Minister Dr Arie Pais's success in defending his department's budget during the prolonged Cabinet struggle to share out the recently announced 10,000 guilder (£2,500m) cuts in government spending will allow him to save the jobs of some 4,000 teachers.

Education, which currently accounts for 25 per cent of the government budget, will be cut by 590m guilders (£145m) over the next three years. This is much less than was originally anticipated.

The Cabinet decision, presented to Parliament, made clear the minister's arguments that, as the overall savings were meant to reduce unemployment, and as 80 per cent of the education budget went on salaries, major cuts in this labour intensive service would be self-defeating.

Vice-premier Mr Hans Wiegel has announced that an action plan to save between 4,000 and 8,000 teachers' jobs is intended to balance supply and demand in a situation where many trained teachers are threatened with unemployment.

The measures used will involve cutting retirement benefits, more working hours in schools with the possibility of part-time work, and an increase in the in-service capacity for upgrading serving teachers.

Coincidental with the announcement of the education budget cuts, 200m guilders was allocated for new projects designed to give priority treatment to the problems of the combined infant/junior "lower basic schools" and the 16-18-year-old age group.

Over the past five months the number of unemployed men has remained fairly constant at about 135,000, 10,000 lower than the average for the same period last year. The number of jobless women has, however, continued to rise, and averages 6,000 more. The number of jobless female teachers has risen by 30 per cent and male teachers 17 per cent, largely as a result of the declining birth rate. Unemployment among people under 25 years of age has increased by 5,000 to over 64,000 and now represents 33 per cent of the workless.

## Sweden Call for more supervisors

from Colin Narbrough

STOCKHOLM

School care of children and young people should be looked at in an overall perspective, and not broken down into individual upbringing and social work. And school supervisors should be available at all levels, and be included in each school's work teams along with psychologists.

These are some of the views of two working groups that have recently completed reports on the way in which supervisors and psychologists can contribute to development in Sweden's schools.

The reports are currently under review by the National Board of Schools. They will be taken into consideration when the national board puts together its programme for social care. They will also be discussed at special courses for school staff.

One of the two working groups, led by schools supervisor, Anna Britz Hallgren, proposes that supervisors should be employed for all levels in schools with a maximum of 1,000 pupils a full-time supervisor. Every pupil should have the right to equal care and attention in school wherever they live in Sweden. For this reason, the working group calls for the creation of compulsory supervisor posts that would qualify for state financial assistance.

The supervisors' function would also include providing information about social and family legislation, study grants, housing, and insurance.

## SPECIAL ANNOUNCEMENTS

Part-time Correspondence Tutors Ensemble Home Tuition Pack

The National Extension College requires additional part-time correspondence tutors in French from September 1978 to May 1979 to tutor students on the NEC Ensemble Home Tuition Pack. Applications are invited from qualified French teachers preferably with experience of teaching French to adult students. Details and application forms available from Pat Goldstone, NEC, 131 Hills Road, Cambridge CB2 1PD.







## COURSES

CAMBRIDGE INSTITUTE OF EDUCATION

**The Role of the School in Staff Development**Friday 8 to Sunday 10 September 1978  
Course Director: Cyril Poster**Towards a Common, Comprehensive Curriculum**Friday 15 to Sunday 17 September 1978  
Course Director: Ray Dalton**The Common Curriculum: Its Structure and Implementation**Thursday 21 to Sunday 24 September 1978  
Course Director: Maurice Holt

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## Sport



Determined: R. S. Ashworth, of Bolton School.

**Millfield take two cups from tennis finals**

Millfield School's tennis players continued their domination of the Aberdeen and Glenfiddich Cups with victories in the finals at Queen's Club, London.

The girls, after a year as runners-up, resumed their winning ways in the Aberdeen Cup and the boys won their competition for the tenth successive year. They have now won 18 times in all.

The event is three matches of doubles in each competition against three other schools. Millfield won all their encounters, but dropped a match in each case.

Millfield's toughest opponents in the girls' competitions were Perse School, Cambridge, and in the boys' section, the strongest opposition came from St Paul's School, London.

Aberdeen Cup: Millfield beat Perse 2-1. Queen Mary's School, Lytham 2-0. St Michael's School, Perth 3-0. Perse beat St Mary's 3-0. St Michael's 3-0. Queen Mary's beat St Michael 3-0.

Glenfiddich Cup: Millfield beat St Paul's 2-1. Bolton School 3-0. St Paul's beat Bolton 2-1. Slough 2-1. Slough beat Bolton 2-1.

**400 head for the water**

by Stanley Levenson

More than 200 sailing dinghies, nearly twice that number of boys and girls take to the water at Bussenthwaite, Cumbria, from today to Thursday next week in the annual regatta of the National School Sailing Association.

Many more wanted to compete but could not be accommodated. Altogether there are 31 classes of craft with Mirror (54), Enterprise (21) the most popular two-crew boats and 16 Laser, most favoured single-handed. After a practice session on Monday morning the crews (one are girls) then take part in a series of five races in different classes until Wednesday.

The regatta's climax is the 1000 yard Mount Haas Trophy race, confined to Mirror dinghies. Crews in all the events will sail for about 75 minutes in the race. The regatta is sponsored by the British end of Helly-Hansen Norwegian clothing firm.

**Skateboarders**

Schoolchildren in the Leamington Borough of Leamington have no trouble occupying the idle hours during the summer vacation.

The council's new 91-acre Leamington Park at New Cross, which includes a skateboard area, opens tomorrow. The Sports Council contributed 75 per cent towards the £120,000 arena.

**Girls will get their chance**

Girls with a yen to play cricket will get their chance later in the year when the Women's Cricket Coaching Scheme, set up by the Women's Cricket Association.

On the four Sundays of this coming November there will be sessions at 12 different sports centres for about 400 girls.

The scheme is, in effect, a talent-spotting exercise, although it does not exclude girls who already know how to play, as part of a plan to generate greater interest and improve standards in the 12 to 16 age group.

Those whose talent is spotted will be chosen for two intensive coaching weekends next February in Cambridge, Chesterfield, Gloucester and Guildford.

Many secondary schools have already shown a big interest in the November plans, and there is little doubt that all the places will be taken up.

Several of the best juniors could well have a chance to play against the visiting Dutch side later in the summer and the West Indies visitors who will be touring from May to July next year.

Coaching enquiries to: Sam Waller Associates, 154 Upper Street, London N1 1RA.

**Good win for Epsom golfers**

Epsom College won the annual London schools invitational golf tournament at Epsom Golf Club on Sunday.

This was five better than John Fisher School, the runners-up, who won the trophy in 1976. The boys' team, captained by John Severn, won 10-1.

The best individual round was the 71 by 15-year-old Michael Roberts of Epsom College, who shot a 71 in the first round.

The second round, played on Wednesday, was also won by Epsom College, who shot a 71 in the first round. As Roberts had won the overall individual prize in 1976, he was awarded the trophy.

## COURSES

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Teaching English as a Second Language. Further information and application forms from: The Director of In-Service Courses, St. Mary's College, Strawberry Hill, Twickenham TW1 4SX.

**School as straitjacket**

Alan Twelvetrees argues that

community workers in

schools and colleges are failing

to meet the needs of

the communities they are

supposed to serve

Many schools are now becoming community colleges, where new forms of teaching are devised, and attempts are made to involve adults in the school and the school staff in the community. To facilitate this process some schools employ community tutors or community workers, part of whose job is to do this "community work".

As a community development worker I both welcome this movement and regard it with apprehension. It should help to break down some of the barriers between school and community. But I can see school-based community workers making all the mistakes I made, when I started out as a community development worker employed by a voluntary agency on a difficult housing estate. Schools face many problems in doing community work.

First, it can be simply an attitude and an approach to their work, used by people mainly employed to do something else—the caretaker, who, instead of trying to prevent the community using "his" building, is actually cooperative; the social worker who liaises with community groups and involves them in helping their clients—for example, by asking an Age Concern group to care temporarily for an elderly person who has moved into a block of flats just before a bank holiday, as there has been no time to provide a home help.

This is such an all-embracing definition that everybody could be called a community worker. To use the phrase in this sense seems to me to devalue it. Nevertheless, it is often used in this way.

The second type of activity to which the term could be said to apply is that of unpaid work of various kinds; but this definition is not particularly helpful, either.

Third, we have the "specialist" community worker. People employed in education are mainly involved in this type of community work. Yet I believe they should shift their emphasis towards "generic" or community development work.

One of the best examples of a specialist community worker can be found in social services departments. Here workers are often employed with the word "community" in their title. Their job may be to set up good-neighbour schemes, liaise with pre-school play groups or work with volunteers. They will be involved with individuals and organisations in the community who are doing their own thing, but these workers will only be allowed to work within the terms of reference of the social services department—that is, broadly speaking work with "care" groups.

If a tenants' association wants to open the construction of a motorway, set up a parents' association, or give evidence to the planning department about the development of industry in the area, the specialist community workers will not be allowed to become involved in that process. They may often be hamstrung by the rigidity and bureaucratic weight of the social services department, as well as by other factors—political considerations, for example.

Specialist community work starts where the agency is rather than where the people are. It restricts the worker from seeing the community, the needs of which do not fall into neat departmental divisions. Instead, the worker is constrained to fit people, the community, into pre-ordained boxes.

Thus, community workers in community schools and colleges are con-

cerned to get the community to use the school rather like a community centre, to run informal adult education classes, perhaps even outside the school. They may be concerned to promote a range of independent activities within the school, or to run things themselves out of the school.

But they are not normally involved in enabling groups outside the school to organise to achieve what they want to do, which might not involve any aspect of the school. This work they do is often laudable, but it is not generic community work or community development, because they are dominated by their education and school straitjackets.

"Generic" or community development workers, from whatever base or agency they work, get to know individuals and groups in the community, discover their needs, and help to mobilize them to take collective action to meet those needs. The faith of community development workers is that through taking responsibility themselves people will develop more confidence and skill and subsequently become involved in influencing things which affect their lives. But this can only happen if the people, and not the worker or the school, are in charge of their activities.

Adults of all social classes often distrust and sometimes fear school and education. If you ask them what their needs are they do not normally reply in educational terms. They may, however, mention their poor-quality council housing, the bad bus service or the lack of play space.

A main principle in community development, therefore, is that the worker does not go about telling people what they should have. Community schools and colleges are, if only by implication, doing exactly this. The community tutor starts with what the school can offer rather than with what people need.

Community development workers get to know people where they live. They try to understand the community not from the standpoint of the school, but from a more objective one; and they develop a sense of allegiance to the community, or at least to certain groups within it, rather than merely to the school.

After having got to know the area, they normally become involved with a range of community groups, whose purpose is to improve the quality of life. The activities of these groups will not be educational in any obvious sense, although they will produce educational benefits for the participants, particularly the leaders, who develop skills in organising community activities.

Should school or college based community workers also teach? The way this is dealt with in most community schools reveals the lack of understanding by most educationalists of the elementary requirements necessary to practise community work—or anything besides teaching. If a school employed a dentist, would he be expected to teach too? Are school secretaries expected to teach? If not, why are community workers expected to?

Community tutors should be able to do that community work full-time. Community work is a job in its own right. It is certainly as difficult as teaching; but it is different. Community workers have different objectives and require different knowledge, skills and attitudes. It takes a considerable time to build up the skill, as well as to develop local knowledge and contacts.

They are also required to make different sorts of relationships with people than teachers are. Their role is essentially different. They establish colleague-type relationships with those in the community with whom they are working—for instance, they are usually on first name terms.

On the other hand, the relationship between teachers and parents of children at the school is quite different. When I talk to my daughter's teacher I do not use her first name. Although she is not in authority over me, I accept that she has some authority over my daughter and that she, the teacher, will decide what in her judgment is the best way to organize her resources to teach my daughter.

Youth workers are in a quite different position. The kids come of their own free will, and the workers have principally to befriend them before they can do anything with them. They often say that they have to switch from a befriending role in the club to a role whereby they exercise more authority when they teach in the school, and so experience role-conflict.

Community workers are even more different animals, because they are not working with the same target group. The one thing local people do is complain about everything—including the school and its teachers. How can tutor-workers gain people's trust and work with them on a range of projects when they are not only employed by the school, but teach there too? If, for example, they have punished a child, this will affect their relationship with its parents.

I don't think teachers are any more blinkered than social workers or doctors. Nevertheless, the present approach by schools and colleges to community work is too narrow and specialized. Teachers are unaware that there is an extensive literature on community development upon which they could draw to develop this very important area.

Alan Twelvetrees is a lecturer in community work in the department of social policy and social work, University College of Swansea. This article is a shortened version of a paper given at Stantonbury Campus at a conference on "The Community School and Community College" earlier this year.



Working together round the table at a community centre, where children and adults are freed from the constraints of school.



# Doing what comes laterally

A lot of what passes for thinking in schools is simply fluent talking. So says Edward de Bono, who believes children can and should be taught 'thinking skills'. Virginia Makins sits in on some 'thinking lessons', and finds out what teachers and children make of them.



One of the first things you learn, when following Edward de Bono's CoRT course in thinking, is to "do a PMI". PMI—one of many sets of initials that spatter the course—stands for Plus (the good things about an idea); Minus (the bad things); and Interest (what you find interesting about it).

Here is a PMI on CoRT thinking by third year London juniors.

PLUS.

"It helps the children dig down to the bottoms of their minds and bring up new and original ideas."

"It makes people think about decisions they would otherwise make subconsciously."

"It's good to know you have finished an exercise to your teacher's satisfaction even when you aren't good at English."

"If you make a silly idea, it helps you to perfect it and make it good."

"You can use it on any kind of subject."

"It helps you not to keep thinking of the same ideas."

MINUS.

"CoRT thinking often takes longer than snap decisions do."

"You can't use CoRT thinking where great emotion is involved."

"It would upset people who can't think of any ideas."

"I think having just initials for the lessons is wrong because I can't remember them all because there are ten."

"Children might become very sort of matter of fact."

"Maybe if the children were allowed to discuss in CoRT thinking they would probably think they were allowed to talk in all the lessons."

INTEREST.

"It would be interesting to see which of the children were actually thinking about their work. If some children relied on other children it would come out in their CoRT thinking."

"Thinking in this manner might lead to man using more of his brain. If scientists think in this way, they may not invent things the world doesn't want."

Which all adds up to a pretty good description of the AGO (Aims, Goals, Objectives) of the CoRT materials, and summarizes some of what you could get if you did an OPV (Other People's Views) on them.

But FIP (First Important Priorities) first, before we consider All Factors (CAF). Edward de Bono is the coiner of the phrase "lateral thinking", the author of several books about thinking, and an international consultant on how to think better. (He is also a doctor, and teaches medicine at Cambridge University.)

Six years ago he wrote an article suggesting we might try to teach thinking as a separate part of the school curriculum. He had already set up a Cognitive Research Trust (CoRT), and had started to produce materials to teach "thinking skills".

His thesis (perhaps most clearly set out in *Teaching Thinking*, Temple Smith 1976) is that thinking is a skill that can be practised and improved. A lot of what passes for thinking in our schools (and beyond) is simply fluent talking.

Clever children are encouraged to use logic to defend ideas they happen to have, and shoot down the ideas of others, not to think round problems to find good ways of tackling them. So they become narrow, defensive and negative thinkers.

Those regarded as "less able"—although they may be good at thinking—never develop their skill, simply because they are not articulate enough to shine at school. They are further hampered because the curriculum is more concerned with mastering content than with thinking.

De Bono talked to interested Schools Councils and the educational publishers in his time. But the Cognitive Research Trust, set up in 1972, to develop materials, and evaluate them. A committed researcher,

David Tripp, stumped the country of thinking teachers, and trying to assess results of their work with de Bono materials.

In the end, the materials, published by a small family business, up by de Bono's brother and sister. There are now six packs of materials, with ten "lessons" in each. Breadth (the most widely used), Creativity, Interaction, and Action. The also a course for juniors, based on drawing, and a set of games.

Four thousand British schools colleges have bought CoRT materials; they have done well in North Australia and New Zealand.

It adds up to a remarkable bit of alone curriculum development. Tripp's research seems to show children who have done a CoRT stick to the point in discussion than children who have not.

They giggle and whisper less, readier to tackle problems, do less ing down of opposition and listen to people better, produce more ideas, are better at exploring ideas, listen backing up their own initial judgments. (These results came from analysis of unsupervised discussions by CoRT non-CoRT groups.)

The research does not take into account one crucial factor—the enthusiasm of the teachers. "CoRT doesn't work unless the teacher is enthusiastic," says David Martin, who has made materials part of the first-year curriculum at the Colonel Frank Seeley School, Nottinghamshire.

It can be impressive to see materials, which seem jargon-ridden and difficult, put into action. I watched a second-year at Bicester Comprehensive tackle a lesson on "Decisions". They told me how they hated the course, but how they loved the materials.

They were asked to decide whether they would send a handicapped child to a normal or a special school, and give three minutes to discuss the matter. Small groups. Between them they produced the gamut of arguments that Warnock Committee had to face—ranging from the importance of the handicapped, and about the cost of special schooling.

Richard Barnes, head of integrated studies at Bicester (a separate department that organises 50 per cent of the timetable for first and second year), has been working with the materials for four years. He and other teachers in the department are still working out how to handle the course; but they are confident about its value.

"Thinking is rather like spelling—important thing is getting the children to recognise it matters," he says. "Barnes recognises it matters. But if you don't teach it down into de Bono's separate operation, it may be artificial. Think becomes a practice that all teachers have, but that practice gets left to the children's curriculum."

The materials are used at all levels with all sorts of children—primary, secondary, lower school, CSE options, sixth forms, further education colleges, borstals and guidance units. They seem to take to the course.

I watched a class of third-year boys at Dulwich Hamlet School (in one of London's Hamlet class, intellectual level) tackle the "Analysis" lesson. The idea was to get them to distinguish between the "Observed Parts" of something and the "Perceived Parts" (the inevitable initials—OPs and PPAs).

Their teacher, Arthur Henry, was doing this lesson for the first time, and admitted it was difficult. But the children seemed to latch on remarkably well. They were thinking up any number of "OPs" and "PPAs" of schools—desks and pencils, one side, discipline and standards, on the other.

The head, Richard Dornell, was doing this lesson for the first time, and admitted it was difficult. But the children seemed to latch on remarkably well. They were thinking up any number of "OPs" and "PPAs" of schools—desks and pencils, one side, discipline and standards, on the other.

have a joke that they won't be able to do VRQ tests because they are looking for all sorts of possibilities."

Upwood county primary school, near Huntingdon, takes children from a much wider range of backgrounds than Dulwich. The school has a carefully mapped approach to "teaching process, not content", based on the work of psychologists like Bruner, Guilford and Torrance.

First year infants handle words like "hypothesis", and the whole school works on problems such as how to float a brick across the swimming pool using only newspapers. ("It was some girls who finally did it—the boys had too many preconceived ideas about boats," says Ron Jones, the head.)

The CoRT materials fit neatly into the school's intentions; their uses can be seen on junior classroom walls, where PMI and CAFS become part of projects. I saw a student teacher and fourth year group having an impressive and disciplined brainstorming session on possible ways of dispersing an oil slick.

Another student had been surprised by the quality of ideas produced by a third year class, set to discuss the factors involved in assessing a hypothetical plan to develop a local fen and attract more visitors. "I'll certainly take CoRT with me when I leave here", he said.

All the teachers I talked to said they found CoRT lessons hard work at first. They call for snappy and inventive presentation, and tight timing and control, if they are not to turn into long-winded, chatty discussions rather than practices of de Bono's operations.

Pupils frequently told me the lessons were "stupid", and pointed to the questions they are asked to consider, such as "By law, all cars should be painted yellow". (The topics are chosen so that they can be tackled with minimal special knowledge.) But several of these unenthusiastic pupils said they had occasionally used the techniques when writing an essay, or choosing a skateboard.

Some teachers consider the materials only suitable for bright children. But

many mentioned the effects on the less able. "Remedial children come up with original ideas as good as anyone's, and it gives them status—you can see them grow six inches", said David Martin.

Many also said they themselves had been influenced by the course. "It hasn't half helped my thinking", said Alma Newbury, at St Anne's School, Fareham. And they said the course seemed to provide a better basis for judging children's capabilities and verbal abilities than ordinary class work and discussion.

The CoRT course is too eccentric, and easily ignored, to inspire much opposition. One person who is unhappy about the whole idea of teaching thinking as a separate subject is Eric Lunzer, professor of educational psychology at Nottingham University. He feels the materials are competing for timetable space, when there is no evidence that they have any intrinsic value.

"We know too little about thinking to teach it on separate courses with special material", he says. "The history of people who have produced ideas for

problem-solving strategies goes way back. There isn't a lot of evidence of success, and there seems to be a lack of transfer. Often strong routines for solving problems inhibit people from finding solutions—the old adage 'sleep on it' works."

There is certainly no hard evidence that the skills developed by the materials transfer to other areas. All the existing evidence demonstrates is that "de Bono children" are better at tackling the kinds of discussions they have practised in "de Bono lessons".

But it is certain that the incidental advantages of the course—which generates productive group work and fast concentrated thinking, allows "less able" children to demonstrate considerable intelligence, and teaches children to listen respectfully to other people's ideas and work out their own in public—show up considerable gaps and weaknesses in the curriculum of many schools.

CoRT materials are marketed by Direct Education Services Ltd., 1 Alfred St., Blandford Forum, Dorset DT11 7JJ.

# The other side of the desk

Christopher Griffin-Beale reports on a community studies course which gives students a chance to taste adult responsibilities

Every Friday morning this past year, Lynn Howard has taught a class of 8 to 9-year-olds at a Crawley middle school. But she is no ordinary student teacher: she is a fourth-former at Thomas Bennett Comprehensive in the next road, and one of 100 students on the school's community studies course.

These students are involved for at least half a day each week in activities connected with community life. Some, like Lynn, work in schools; perhaps just observing or working with small groups. Others work in playgroups, nurseries, hospitals, old people's homes, or help local groups such as Gingerbread. Others may be carrying out surveys as part of their own research project.

But the course is not a 'community service' as its head Greg Charlton stresses: the community-based activities form the basis of lessons in the classroom. The students analyse and evaluate their experiences, plan further action, decide upon new inquiries which flow from them, and work towards ends which they themselves value.

The optional two-year course leads to CSE or GCE. Ideally the course would have its own mode 3 exams, tailored to fit the course's basis in direct experience of social activity. Until such a syllabus is accepted, the course operates with the most congenial external syllabuses it can find: a CSE syllabus prepared by Wavell School and an AEB mode 1 AO level in family and community studies.

One fifth-former showed me her course books (part of the work to be submitted for examination). Full of detail about education and children's upbringing, it was more than the diligent digest of facts and theories one might expect from an intelligent 15-year-old. It was informed by her own experience of observing and helping in playgroups and nursery schools, both

directly—through frequent references—and indirectly in her clear involvement with the subject.

A group of students took me to Woodhurst, a local home for the mentally handicapped, where they help the residents with literacy exercises. They knew a lot about the residents and their problems, and treated them with a confidence and assurance that easily impressed a visitor, particularly one struggling to get his bearings in such an institution. Vicarious knowledge from books and films hardly prepares you for direct involvement.

That of course is the point: there are not many people with the experience of these young people. Even fewer are encouraged to reflect upon it, as they are in subsequent school discussion and writing.

The students were concerned about the lack of opportunities for such people to get out of their institutions, however briefly. So they created the Gateway Club for mentally handicapped people, which meets at the school every Monday night, provides social and educational activities, and aims to involve other young volunteers. Pupils hold the positions of responsibility within the club, and make policy decisions.

The emphasis is on the benefit for the pupils as much as for those they help. As one student, Dyananthi Gunaratne, puts it: "We learn from seven-year-olds and mentally handicapped people as much as they learn from us."

When Lynn Howard started going into Desmond Anderson Middle School (where she was once a pupil, and her younger sister still is) she wanted to do more than observe, and was encouraged to do so. Indeed she now regularly takes a whole class of first-years.

Family life need not breed contempt, but neither need it prove an advantage to

a 15-year-old, known to many of the children as a neighbour, who wants to be accepted as a figure of authority. Yet she seems to have had little trouble in gaining the respect of the eight to nine-year-olds.

Her manner is friendly but firm. Within minutes, and with minimal fuss, she had got them re-grouped in different desks around the room (the kind of exercise that can easily reduce a classroom to chaos, even with an experienced teacher).

She had brought in paintings and drawings as a stimulus for creative writing—ranging from a framed colour reproduction of a painting, a "busy" landscape with lots of action, to pencil sketches. She had graded the pictures according to the amount of detail they offered, and had assigned them to different groups of children according to their ability.

Lynn seemed to have a good working knowledge of the children. This explained the general move-around, which the children accepted quite happily. She encouraged the two boys with the "easiest" painting to feel favoured, since it was the most colourful and outwardly attractive. She went round group by group, giving them ideas of how they might start. She dealt easily with inevitable questions about paper and pencils, and answered requests about spelling by writing the words on the board.

The children seemed generally responsive, quite without the sullen stropiness some classes display to student teachers. The class teacher, Lesley Graham, was there in the room as she always is—to lend moral support as well as to fulfill legal requirements.

But she stayed tactfully in a corner of the room, intervening just once or twice when a group was having particular difficulty. Most of the ideas for the lessons came from Lynn herself. Lesley Graham explained: "I just tidy up round the edges", with practical advice before and after the lesson.

Lynn herself clearly enjoys taking the children—particularly for English and drama (they have a set course for maths). "The most difficult thing is that you have to keep your eyes on them the whole time. But they know now what I expect of them." Once there were "moanings and groanings" when the children were told she was taking them; now she is pleased that there are cheers.

A scrupulous college tutor might have made many suggestions, but the lesson would have done credit to a student teacher several years old than a 15-year-old, who after lunch would be back on the other side of the teacher's desk up the road at Thomas Bennett. It gives Lynn (and one or two others) a rare chance to see school from both sides, as one of her teachers remarked when they found themselves comparing notes about the atmosphere in the staffrooms at the two schools. Lynn is easily accepted in the middle-school staffroom.

Lesley Graham reckons it is an excellent idea for a potential teacher to get such experience before going to college, and maybe only then finding teaching is not for him or her. Lynn had not originally thought of teaching as a career, but is now keen "if she can pass the exams." And Patrick Kenilside, the middle school head, is delighted to have Thomas

Bennett pupils visiting on the present scale, though he doesn't envisage substantial expansion.

Lynn's experience, like that of the other students on the course, offers her the chance to relate to other adults while in a position of responsibility. Then, as Greg Charlton explains, "the academic disciplines are used to enhance the analysis and understanding of these experiences; they are used as a resource instead of being the framework for viewing society."

This is predictably controversial. Charlton, a young science-trained teacher, was encouraged to develop the course by the school's previous head, Pat Daunt, and his successor, John Knight, has continued that support. But the course clearly has its critics; and some of the pupils are partisan in defending the course against charges about idealists who get their ideas from books.

Humanities and social studies teaching often attracts criticism—not least Thomas Bennett's humanities department, of which community studies is an adjunct. Whatever the arguments on academic details, this course can be defended more easily than many against accusations of woolly idealism, bias or subversion.

If one wanted to radicalize children, for instance, about the educational system, the last thing one would do would be to place them in the teacher's shoes, faced with a responsibility for a whole class, so that they quickly appreciated the need for discipline and authority. On the other hand, if one wants students to think for themselves—to appreciate the need for discipline, but discriminate about the limits—then the kinds of experience offered by the course would seem ideal.

Again, if one wanted to impose a view on impressionable teenagers, the easiest way would be to direct their attention to a set of secondary texts in a vacuum. This course, by contrast, offers students a chance to check such texts and evidence—and their teacher's comments—against their own experience.

There is no doubt about the commitment or enthusiasm of those who have opted for the course. Without necessarily assenting to Charlton's belief that the "community-based approach could form the basis of the whole school curriculum" it has several features which deserve close attention. Some—like the emphasis upon students learning from experience, and the organization of the curriculum around that experience—are familiar tenets in curriculum development and also in primary education. Others are more unusual.

Particularly under the strains of secondary exams, academic work—involving a relationship between oneself and an abstract body of knowledge—can easily encourage a kind of selfishness, reinforcing an adolescent tendency towards solipsism. This course, however, encourages pupils to think about other people, while pursuing their academic work.

Moreover, it combats the kind of perverted idealism that can be discouraged when pupils study social problems abstractly without experience, and when ignorance can all too easily be compounded by frustration at their remoteness from action.















## Various spineless creatures

by John A. Barker

Invertebrate Diversity  
Arthropod Diversity  
Sets of 24 colour slides with study notes, £9.75 each.  
Produced by Oxford Scientific Films Ltd, distributed by Hunt and Broadhurst Ltd, Botley Road, Oxford OX2 0HE, and by Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 8BJ.

Ninety-five per cent of the animal kingdom consists of animals without a backbone. The first of these slide sets illustrates, apart from the Protozoa, representatives from the main invertebrate groups. It includes representatives from 13 phyla and the main groups in the eumetazoa. Platyhelminthes are illustrated by a flat worm and the medically important blood fluke *Schistosoma*—a causative agent for bilharzia. Round worms, Nematoda, are depicted by an example which is a parasite in spiders. The three main groups of annelids are shown by slides of a serpulid polychaete, the earthworm and a leech. Four slides show the major types of molluscan development. Echinoderms are represented by the sea urchin, a feather star and a sea cucumber, and chordates by a slide of a lampbrush and a sea squirt.

Other slides show some of the lesser known phyla, possibly the most important being one of an onychophoran, *Peripatus*, an animal that shows both annelid and arthropod features. Of all invertebrates, 75 per cent, more than a million species, are arthropods.

For its summer holiday project the Geffrye Museum in East London has planned a Victorian Trail. It will include a walk through narrow alleys which were once the haunt of thieves, and children will be able to discover church missions, music halls and gin palaces around Shoreditch, Hoxton and Haggerston.

The museum asks that groups make bookings through the education department, and that children under seven are accompanied by an adult.

Education Department, Geffrye Museum, Kingsland Road, London E2 8SA.

Register now for the  
**INTER NAVEX 78**  
Conference on "Alternative Learning Systems"  
Wembley Conference Centre, London, October 17-18, 1978.  
Organised by the National Committee for Audio-Visual Aids in Education and the Educational Foundation for Visual Aids in co-operation with the International Council for Educational Media, this two-day conference will form an integral part of Inter NAVEX 78, the International audio-visual aids exhibition now in its 26th year.

Conference programme and exhibition details from The Organiser, Inter Navex 78, 264 Belsize Road, London NW6 4BY.

The Illustrated  
**LONDON NEWS**  
JULY  
Barn Hiller  
2nd XIMPRESSIONISTS  
Norman News  
THE NEW COLD WAR  
De Villier  
AMERICAN NOTROCK  
Chin Plumbidge  
WOMEN'S GOLF SWINGS HIGH  
Tony Aldous  
LONDON'S VILLAGES CHESEA  
Edward J. Smith  
HENRY MOORE AT 80



Horseshoe crabs have bodies divided into two units. Some types have remained unchanged for millions of years. The giant crab spider is one of 40,000 species.

The second slide set, *Arthropod Diversity*, illustrates the range of form found among them. The group has a very long history as the first slide, of a silurian trilobite, shows. The next slide illustrates another unusual arthropod, the horseshoe crab—shown on the sea shore at low tide. There is a fine close-up of a scorpion and a range of lesser known groups including harvestmen and sea-spiders. Myriapods are represented by a millipede and a centipede and insects by a colembolan, cicada and a wood wasp.

The remaining 11 slides clearly

illustrate the range of form found in the crustacea, including representatives from all main sub groups. The set effectively illustrates the range of form and function of appendages in this group—from the swimming limbs of the brine shrimp to the highly modified limbs of the land crab. One slide only, that of a scorpion, is ineffective for this purpose as the scorpions are too crowded for any detailed study of their appendages. These two sets provide a good, broad coverage of the invertebrates and their diversity. They are ideal for many biology courses.

## Essence of Europe

by David Birt

Exploring Europe  
The European Parliament: sovereignty and direct elections  
By Ben Paterson  
Subscription for 3 issues, £1  
Schools Unit, Centre for Contemporary European Studies, Mottell Building, University of Sussex, Falmer, Brighton BN1 9RF.

Exploring Europe is the overall title for a series of magazines designed for 16 to 19 year olds, issued three times a year. These aim to provide detailed studies of important topics of life in contemporary Europe. The issue here reviewed deals with the European Parliament.

The magazine comes in a neat paper wrapper, accompanied by two full colour handouts. One shows political groupings and names of European Parliament representatives in December 1977; the other is headed "Your voice in Europe: the European Parliament" and explains in simple, direct language what the Parliament does, how it works, and the extent to which it is democratically representative of the member states.

Both handouts are issued—presumably free—by the London office of the European Parliamentary Secretariat.

The magazine consists of 30 monochrome A4 pages. It is laid out along the lines of the Longman General Studies Project, with an introduction or study guide and a series of documents: newspaper cuttings, reports of speeches, photographs and diagrams.

These range from details of the 1973 European Communities Treaty to a *Woman's Own* diagram of the rule-making machinery of the commission, council and parliament. This last is more clearly shown in "Your voice in Europe", and the reader may well feel tempted to dismiss the magazine as an expensive luxury.

This would be a pity, because the magazine can be used to provoke discussion, criticism and judgments.

Many of the documents are polemical. They include examples of Enoch Powell's terrifyingly persuasive lucidity and Tony Benn's skill in presenting a contrived argument as though it is basic common sense. There is also an examination of fundamental terms such as "sovereignty", "nation" and "state", which are frequently used by students but rarely analysed.

On the basis of this magazine, the series is to be recommended. As energetic European Studies teacher could use official handouts and selected articles to achieve a similar effect; but the result would probably be inferior to Mr Paterson's succinct blend of information and stimulation.

How sad that this skill eludes the Eurocrats of whom we write; they required 26,911 words for just one of their directives on the export of duck eggs, a fact which Mr Paterson charitably refrains from revealing.

## Children as assessors

May Cooper

Having gradually changed from teaching the class as a unit to individual programme of study, one of my major anxieties has been the difficulty of keeping adequate records. Teacher recording uses a tremendous amount of time, which might be better spent in preparatory work.

I decided to explore the possibilities of a system of child recording which, incidentally, included child evaluation. Permanent recording must inevitably be written. This posed a new problem, since many of my eight year olds were still at an elementary stage in the acquisition of written techniques.

However, the children reacted to the idea of making their own records with such enthusiasm that I discovered a motivation for the acquisition of the necessary skills.

The system, as it has evolved so far, has the great advantage of being simple to administer. During the last period of the day the children record their own day's work. I provide them with a list written on the blackboard. The child selects the appropriate heading from the list, adding details.

For example, if the child has completed an SRA card, he or she selects SRA, and adds the colour code and number.

Having made a list of their work, then select one area to write about, giving their feelings and thoughts about the work set, personal usefulness, and a self-assessment of performance.

I encourage children to spell phonetically any unknown words, and, without comment, the use of local vernacular. I insert standard spelling for any well-used words and where the child's rendering would make the word unrecognisable to an outsider.

While records are being made up, I am free to talk with individuals or small groups about future work, hear children read, and so on.

Obviously there are some children who find recording difficult, as well as some who, even after a year, tend to write what they think the teacher wants written. Others are inhibited by the knowledge that the teacher will see their work and make use of the information.

The time available imposes some constraints. I tried having the

record made whenever a piece of work was completed, but the children asked for this to be discontinued because, as they said, "We don't have time to think about our work properly".

Writing records seems to have given the children the ability to appreciate that writing does have a function; they refer to the record, and so do I. The record could also become useful to other adults—parents and other teachers.

I have gained extremely valuable insights as a teacher. For example, an almost unanimous dislike has been expressed for work that might come into the category of "academic". After an exercise from a rather traditional English book, the comment was: "All you had to do was the same thing, and your brain didn't work at all."

Contrast this with the reaction to a piece of project work: "We were confused until we got going. We started with glueing milk bottle tops on it to make an arch, then we painted the figures."

The need for praise and achievement is expressed. I heard SRA best today because I got 15 out of 15, and I got good. Also: "I liked singing with Mrs P. because she said that we were very good." "I enjoyed the story. I enjoyed the story because I got 15 out of 15, and I got good."

Obviously there are some children who find recording difficult, as well as some who, even after a year, tend to write what they think the teacher wants written. Others are inhibited by the knowledge that the teacher will see their work and make use of the information.

The time available imposes some constraints. I tried having the

## Infant language development

Joan Simms

"I've done the advanced diploma at my institute, made a special study of children's language development; where do I go on from here?" This was the question asked by an experienced teacher of infants given responsibility for developing a language policy in her school.

She was not alone in finding a gap between the further study she had undertaken and the problems she was facing on her return to the classroom.

A small group of like-minded teachers of young children came together in Cambridge to think out ways in which the gap could be closed.

They decided to undertake an experimental two-year project to develop their competence in encouraging spoken language among children in infant and infant schools.

The aims of their project were to discuss ways of stimulating oral language in children, to go back to their classrooms and try out their programmes, and to bring back to the group their experiences for evaluation.

Through regular meetings the participants discovered a need for deepening their own understanding of the theoretical principles which underlie the development of children's language. They found it neces-

sary to prepare papers on cognitive and psycholinguistic processes, and to discuss them with each other.

Though in general there is not time for teachers to keep abreast of the state of research reports in education, this group saw the relevance of papers with a bearing on their problems. This knowledge helps the members more sensitive to the ways in which children use spoken language.

It also gave them criteria for examining the value of such resources materials as developmental and remedial programmes in language, and enabled them to benefit from speakers who were invited to share their expert knowledge with them.

The most interesting material brought back from classrooms by the participants was a series of taped recordings of themselves engaged in dialogue with children. These recordings were of two-fold value. They provided evidence of the complexity of children's spoken language, and they revealed the problem of giving and social interaction. They also revealed the children's style of talking to a teacher. The participants began to feel in their capacity to listen to and help to develop them.

Programmes for language stimulation are influenced by a complexity of factors, ranging from individual differences in children to the teacher's management of learning. The methods of illuminative evaluation were adopted as more suitable to the work of the project. Such stimulation were taking place. Such stimulation helped the participants to understand the response of the children, and their own part in creating that response.

The group organized a conference on teacher stimulation and children's spoken language. They brought together teachers, psychologists, speech therapists and local authority advisers. It is to be followed by a similar conference in Suffolk later in the year.

The teacher who posed the question at the beginning of this article has agreed with her fellows that this experimental motivation has been a strong factor in their learning. They have shown how an understanding has been developed of relationships between theoretical studies and classroom practice.

Joan Simms is a tutor at the Cambridge Institute of Education.

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## KINGSWAY PRINCETON COLLEGE

Stimulus Street, Grays Inn Road, (near King's Cross)  
London WC1H 8JB, Tel: 01-837 8185

## DEPARTMENT OF ARTS AND LANGUAGES

The following

## Part-time Lecturers in Languages

are required for September, 1978

LATIN	"O" level—2 hours (Thursday evening)
FRENCH	conversational — 14 hours (day)
	"O" level—34 hours (day)
	"A" level—6 hours (evening)
	(London University)
SPANISH	"O" level—34 hours (day)

Application forms from Head of Department of Arts and Languages.

## SOUTH EAST LONDON COLLEGE

Department of Secretarial and Clerical Studies

## Lecturer I in Communications

(Ref. SCS 33)

to teach Communications to Clerical/Secretarial students. Applicants should be able to teach across the range of courses offered by the Department but will, in the first instance, be concerned with teaching on lower level full-time and part-time clerical courses. Knowledge of recent developments in the awards of the Business Education Council, together with ability to offer additional subjects such as Commerce, Background to Business, etc., would be an advantage. Salary scales in accordance with the Burman (F.E.) report

On an incremental scale within the range £3,192 to £5,334, subject to formal approval (plus £402 Inner London Allowance), starting point depending on qualifications, training and experience. Assistance may be given towards household removal expenses.

Application forms, returnable within two weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer, SELTEC, Lewisham Way, London, SE14 1UF. It is essential to quote the reference number.

## CITY AND EAST LONDON COLLEGE

Headquarters: Pitfield Street, London N1 6BX

Telephone: 01-253 6883

## DEPARTMENT OF BUSINESS STUDIES

## Lecturer Grade II

required as soon as possible to organize two full-time secretarial courses (PSC and SSC), and to teach office skills and allied subjects. Applicants should be teacher trained and have suitable commercial and educational experience. CLOSING DATE: Friday, August 4, 1978.

## Lecturer Grade I

to teach typing and office practice on secretarial, TOPS, and BIC General Certificate Courses. The ability to offer commerce or shorthand would be an advantage. Commercial and educational experience and teaching experience would be valuable. CLOSING DATE: Friday, August 4, 1978.

Salary scales: Lecturer, Grade I, on an incremental scale within the range £3,192 to £5,334, subject to formal approval (plus £402 Inner London Allowance), starting point depending on qualifications, training and experience. Lecturer, Grade II, £4,101 to £5,558, subject to formal approval (plus £402 Inner London Allowance).

## Part-Time Lecturers

in office skills are required for either day or evening work. Please contact Mrs A. Prescott, Senior Lecturer, Borough Row, telephone 01-253 6884 for further information.

Application forms, returnable within two weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer, SELTEC, Lewisham Way, London, SE14 1UF. It is essential to quote the reference number.

## Universities

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## Royal County of BERKSHIRE

### YOUTH AND COMMUNITY TUTORS

Required for new posts of major importance based at a few miles South East of Reading at Sandhurst and Edgborough Comprehensive Schools and the associated Youth and Community Centres.

The work, which will be demanding, calls for vision and initiative. Both vacancies offer an opportunity to develop educational, social and cultural activities, particularly with young people, and both also have a development and liaison role with the community and with voluntary youth groups. There will be opportunities to play a role within the social educational programme of the schools. A sports hall is being built on the Edgborough School site.

For an informal talk about this work telephone John Ashdown on Reading (0734) 55881. Details and application forms available from Director of Education (YCS), Education Department, Kennet House, 80/82 King's Road, Reading. Closing date: 4 August.

## Royal County of BERKSHIRE

Closing date: August 4, 1978.

### DETACHED YOUTH AND COMMUNITY WORKER

£2,712-£3,537 plus '76/77/78 Pay Awards (NJC Scale 11)

Applications are invited from suitably qualified men and women for this vacancy in Reading, within the Berkshire Youth and Community Service. The post offers a widely divergent opportunity to participate within a professional service. Comprehensive in-service training and personal supervision provided.

Application forms and further particulars from the Director of Education (Y and C), Kennet House, 80/82 Kings Road, Reading.

## Cheshire

### Temporary Deputy Youth Worker

Salary JNC 2, £2,712-£3,537, plus £444-£488 p.a. (full-time)

Required at Handforth County Youth Centre, tenable while the present post-holder is seconded on a training course (September 1978 to August 1980). The post will offer considerable experience in building-based youth work with young people in the Community.

Application forms and further details are available from the District Education Officer, Cheshire County Council, County Offices, Chapel Lane, Wilmshaw, Cheshire SK9 1PU. Closing date 11th August.

## BRISTOL CITY FOOTBALL CLUB

### YOUTH AND COMMUNITY OFFICER

Bristol City, in recognition of the need to develop a special relationship with the community and further enhance the name of football, has created this exciting new position to tie in with the establishment of a sports complex (outdoors) at their Ashton Gate ground. This is to be run in conjunction with the Sports Council, Avon County Council, Bristol Corporation and the Football Association.

Salary Scale: £5,800 p.a., reviewable after 12 months.

For further details and application form apply to:

The Secretary,  
BRISTOL CITY FOOTBALL CLUB LTD.  
Ashton Gate, Bristol BS5 2EF

## COLLEGES OF EDUCATION continued

**LONDON, S.W.7.**  
Owing to expansion of courses, the ST. NICHOLAS MONTESSORI CENTRE, 22 Prince's Close, London S.W.7 is seeking part-time lecturers in the following subjects: ENGLISH, HISTORY, ART, SCIENCE, PHYSICS, CHEMISTRY, MATHEMATICS, and HANDWORK. Salary according to experience.

Apply in writing, with curriculum vitae, to the Principal, at the above address, by post, latest 1st week of July or first week of September.

## Adult Education

**SIMBA PROJECT**  
CO-ORDINATOR  
See Youth and Community.

## Community Homes and Associated Institutions

## DEVON

### NATIONAL CHILDREN'S HOME

Royal Court, Seaton, Devon

(An assisted community home with education on the premises for 50 boys and girls between the ages of 10 and 16 years).

Applications are invited for a temporary teacher to the above home, commencing on 1st September 1978. A well qualified and experienced teacher is required who could offer guidance, advice and specialist in CRAFT and POTTERY.

The service is fully resourced and comprehensive under the Teachers' Supervision Act. Salary is according to the Teachers' Scale plus approved school allowances.

The N.C.H. looks for members of staff who are seeking to express their own ideas and who are ready to learn with others and to share in the life of the home.

Application forms and further details from the Director of Education, Devon County Council, 100 High Street, Exeter EX1 1UD.

## GLOUCESTERSHIRE COUNTY COUNCIL

### SUDBOY PARK COMMUNITY HOME SCHOOL

Required for September 1978 on a short-term temporary basis, a qualified teacher to teach in the school. The school is a primary school with 100 pupils. The teacher will be responsible for the school's educational and administrative work. Salary is £5,000 per annum. Applications should be sent to the Director of Education, Gloucestershire County Council, 100 High Street, Gloucester GL1 1UD.

## Assessment Centres

**TRAFFORD** Scale 1 plus S.S.A. (Band 1) £5,000-£5,500 p.a. Assessment Centre, Langham Road, Birmingham B15 2JH.

An experienced teacher to be part of a team of assessors at the above centre. An ability to work with children having learning difficulties is essential.

Application forms from Education Department, Town, Cheshire, 100 High Street, Chester CH1 1UD.

## Youth and Community Service

### COVENTRY (City of)

#### SIDNEY STICKLER SCHOOL AND COMMUNITY CENTRE

(Social Priority School) (11.50 on return form)

TEACHER to be involved in an innovative project, contributing to the school's educational and administrative work, and participating in the school's social and community work.

Further details and application forms from the Director of Education, Coventry City Council, 100 High Street, Coventry CV1 1UD.

Apply by letter giving full details of experience, qualifications and salary requirements to the Director of Education, Coventry City Council, 100 High Street, Coventry CV1 1UD.

## DORSET

### COUNTY COUNCIL

#### YOUTH SERVICE

##### HAMWORTH YOUTH CENTRE

Applications are invited from suitably qualified and experienced persons for the post of Youth Officer at the above centre. The post is full-time and involves the development and delivery of youth services. Salary is £5,000 per annum. Applications should be sent to the Director of Education, Dorset County Council, 100 High Street, Dorchester DT1 1UD.

## BALING

### YOUTH AND COMMUNITY SERVICE

#### COMMUNITY WORK

A new member of staff is required to join the five person community work team at the above centre. The post is full-time and involves the development and delivery of youth services. Salary is £5,000 per annum. Applications should be sent to the Director of Education, Baling County Council, 100 High Street, Baling BA1 1UD.

## NEWCASTLE upon Tyne

### EDUCATION COMMITTEE

#### EDUCATION COMMITTEE

Applications are invited from suitably qualified and experienced persons for the post of Youth Officer at the above centre. The post is full-time and involves the development and delivery of youth services. Salary is £5,000 per annum. Applications should be sent to the Director of Education, Newcastle upon Tyne City Council, 100 High Street, Newcastle upon Tyne NE1 1UD.

## YOUTH AND COMMUNITY SERVICE

### EDUCATION COMMITTEE

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## Get in the swim at our brand new Recreation Centre at the Elephant & Castle London SE1

Your main job will be to help us run the leisure pool and sports complex. £57 p.w. + weekend earnings and overtime. If you are interested and have the bronze medal of the Royal Life Saving Society then phone Brian McKay for more details on 01-70 7288 or 01-582 5503 or write to him at Elephant and Castle Recreation Centre, P.O. Box 327, Elephant and Castle, London, S.E.1.

## CENTRAL REGIONAL COUNCIL EDUCATION DEPARTMENT

### YOUTH OPPORTUNITIES PROGRAMME

The Authority wishes to appoint a nucleus of staff in co-operation with the implementation of the Government's Youth Opportunities Programme.

Applications are invited from persons with appropriate qualifications for the following:-

(1) Four posts of Lecturer B: Falkirk College of Technology

Relevant work experience in one of the following areas is essential:-

(a) Commerce and Distribution.

(b) Construction and Engineering.

(c) Communications (to cover work and personal situations).

(d) Catering, Domestic, Health and Hygiene.

(2) Two posts of Lecturer B: Clackmannan College of Further Education

Relevant work experience in one of the following areas is essential:-

(a) Business Studies.

(b) English and General Studies.

(c) Motor Vehicle Engineering.

(d) Mechanical Engineering.

Previous teaching experience is not essential for above posts.

(3) Two posts as Youth and Community Officers (YACOs) and Grangemasters

Applications are invited from suitably qualified and experienced individuals who are interested in:-

(a) developing courses for unemployed young people in informal settings, in liaison with employers and the College staff and (b) initiating and developing various Work Experience schemes.

(4) Two posts as Careers Officers

The successful candidates will require to develop a close liaison with industry and commerce, to be able to advise and guide young people in their career choices and to have completed a course leading to a qualification in Career Guidance.

For all of the posts, an interest in the careers and employment of young people as they leave school and prepare for entry to work is of paramount importance.

Salaries: Lecturer B - £3,423-£5,331; Youth and Community Officer - AP 11/III, £2,096-£3,525; Careers Officer - AP 11/II, £2,778-£3,589; plus 12% weekly earnings supp. (award pending).

All appointments will be on a limited contract basis for a period of five years initially.

Application forms may be obtained from and should be returned to the undersigned within 15 days of the date of this advertisement.

Director of Education, Room 211, Viewforth, Strathclyde, Glasgow G3 7NF.

## YOUTH AND COMMUNITY SERVICE continued

### KINGSTON upon Thames

#### COMMUNITY WORK

A new member of staff is required to join the five person community work team at the above centre. The post is full-time and involves the development and delivery of youth services. Salary is £5,000 per annum. Applications should be sent to the Director of Education, Kingston upon Thames Borough Council, 100 High Street, Kingston upon Thames KT1 1UD.

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**Education Committee**

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

Applications invited, for September, 1978, from First Appointment or Experienced Teachers of—

**Modern Languages**

(French or French/German)

**Mathematics****Science**

(particularly Physics or Engineering Science)

**Technical Subjects**

Application forms obtainable on receipt of s.a.e. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

London Borough of

**Waltham Forest**



**CYNGOR SIR GWYNEDD COUNTY COUNCIL**

**COLLEGE TECHNOLÓGOL GWYNEDD, BANGOR**

Yn eiddad ar gyfer Mawrth 1978 neu o'r 10 Ionawr 1979. Ailroddir ym 1 Ionawr 1979. Yn eiddad ar gyfer Mawrth 1978 neu o'r 10 Ionawr 1979. Ailroddir ym 1 Ionawr 1979. Yn eiddad ar gyfer Mawrth 1978 neu o'r 10 Ionawr 1979. Ailroddir ym 1 Ionawr 1979.

**GWYNEDD TECHNICAL COLLEGE, BANGOR**

Required for September, 1978, or as soon as possible thereafter. LECTURER 1 to teach ELECTRICAL INSTALLATION and related subjects to craft and technical students on C & G, E.T.B. and other Courses. Applicants should be experienced persons having an HNC or equivalent qualification. Salary: Burnham Scale 1—£3,192-25.35.

**YSGOL GLANYMOR, PŴLLEHLI**

(Cyfnut 13-18; 600 o ddisgyblion) Yn eiddad ar gyfer Mawrth 1978 neu o'r 10 Ionawr 1979. Ailroddir ym 1 Ionawr 1979. Yn eiddad ar gyfer Mawrth 1978 neu o'r 10 Ionawr 1979. Ailroddir ym 1 Ionawr 1979.

**MINISTRY OF DEFENCE****Burnham Lecturer Grade 1**

at the Army Apprentices College, Chesham, Gwent

Applications are invited from suitably qualified and experienced teachers to fill the following post 1 January, 1979:

**LECTURER GRADE 1**

To teach craft and technician apprentices.

(a) Mathematics for C & G, Courses and T.E.C. programmes (experience in teaching technical mathematics to G.C.E. 'O' and 'A' levels necessary).

(b) Job related English and Communication Skills, up to G.C.E. 'O' level.

(c) Either (1) Liberal Studies to T.E.C. award level or (2) Map Reading, theoretical and practical.

(d) To undertake such departmental tasks as may be required by end to take a full and active part in the extra curricular activities of the College.

Qualifications: A university degree or equivalent: teaching experience in technical education and/or in the military or for adolescents advantageous.

Salary: In accordance with the Scale for Teachers in Establishment for Further Education in England and Wales, according to qualifications and experience. A pensionable allowance of £552 p.a. will be paid for the salary for the first year of teaching. A non-pensionable allowance of £270 p.a. will also be paid for 16 hours duties per week. (The appointment will be supernumerary under the Teachers Superannuation Scheme.)

Applicants will be granted Civil Servant status.

Applications: Further information and application forms from the Institute of Army Education (I.A.E.), Court Road, Slough, London.

SEA 519, quoting reference AW 1478.

Closing date: 4 August 1978.

**ABERDEEN**

ROBERT GORDON'S INSTITUTE OF TECHNOLOGY

**School of Business Management Studies****LECTURER****SOCIAL ADMINISTRATION**

Note: prior to strengthening of their teaching in Public and Social Administration.

Qualifications: Relevant U.K. Honours Degree in Economics, social policy, analysis and organization/administrative theory.

Experience: Minimum of four years following graduation, preferably directly concerned with the administration of social policy.

Duties: To contribute to the teaching and development of courses in Social Administration at all levels including degree and postgraduate. To participate in appropriate research and administrative activities.

Salary: £4,034 to £7,638 per annum. Assistance with removal expenses.

Details and application form from: Chief Administrative Officer, Robert Gordon's Institute of Technology, School of Business Management Studies, Aberdeen, AB9 1RN.

Central Regional Council  
Education Department

**Falkirk College of Technology**

Applications are invited for the undernoted posts from persons holding the required qualifications and who have had relevant experience in an appropriate working situation. Previous full-time teaching experience is desirable, but not essential.

**1. OFFICE STUDIES—LECTURER 'B'**

To contribute to courses mainly of a non-advanced nature in the general field of Office and Clerical Studies. Applicants should have experience of Office work and appropriate qualifications embracing several of the following: Office Equipment, Office Practice, Commerce, Business Practice, Bookkeeping, Distribution. Temporary post meanwhile.

**2. OFFICE PRACTICE—LECTURER 'B'**

To contribute primarily to the projected Short Industrial Course in Office Practice (Youth Opportunities Programme for unemployed young persons), with some opportunity to contribute to other courses in the field of Business and Office Studies. Applicants should have experience of office work, ability to relate successfully to trainees of a non-academic nature and appropriate qualifications in the field of Office or Secretarial Studies. Temporary post meanwhile.

**3. DISTRIBUTION—LECTURER 'B'**

To contribute primarily to the projected Short Industrial Course in Distribution (Youth Opportunities Programme for unemployed young persons), with some opportunity to contribute to other courses in the field of Business and Distribution Studies. Applicants should have experience of the Distributive Industry (Retail, Wholesale, Co-operative), ability to relate successfully to trainees of a non-academic nature and qualifications in the field of Distribution or Business Studies. Temporary post meanwhile.

**4. COMMUNICATION/LIFE AND SOCIAL SKILLS—LECTURER 'B'**

This post involves the teaching of recent school-leavers who are undertaking Short College Courses. The initial courses will be in Distribution and in Office Practice. Industrially based Short Courses may be introduced at a later date. The person appointed should hold an appropriate degree or diploma. An ability to establish rapport with young people is essential. Temporary post meanwhile.

**5. AUTOMOBILE ENGINEERING—LECTURER 'B'**

The post involves teaching a range of subjects in Motor Vehicle Craft Studies courses. SCOTEC Certificate courses and in Link courses for schools. Qualifications required: City and Guilds Full Technological Certificate in Motor Vehicle Engineering, or equivalent qualification, preferably with S.C.E. 'O' grade passes in English and Mathematics.

**6. ELECTRONICS AND/OR ELECTRICAL PLANT—LECTURER 'B'**

Applicants should hold an appropriate Higher National Certificate or City and Guilds Full Technological Certificate, preferably with S.C.E. 'O' grade passes in English and Mathematics, and have relevant industrial experience. The post involves the teaching of basic electrical theory and the associated laboratory and workshop activities to Electrical and other College students.

**7. INDUSTRIAL MEASUREMENT AND CONTROL—LECTURER 'B'**

Applicants should hold an appropriate Higher National Certificate or City and Guilds Full Technological Certificate, preferably with S.C.E. 'O' grade passes in English and Mathematics, and have relevant industrial experience. The post involves teaching—  
1. Basic Instrumentation, and Theory and Practice.  
2. Basic skills in the Training Workshops. Temporary post meanwhile.

**8. PAINTING AND DECORATING—LECTURER 'B'**

Applicants should hold a City and Guilds Full Technological Certificate or Advanced Craft Certificate in Painting and Decorating, preferably with S.C.E. 'O' grade passes in English and Mathematics. Experience in Vehicle Painting and Spray Painting techniques will be an advantage. The post involves teaching Painting and Decorating subjects in a range of City and Guilds, Link and Training Courses. Temporary post meanwhile.

**9. COMMUNICATION AND GENERAL STUDIES—LECTURER 'B'**

Applicants should hold a degree in Arts or Social Sciences and will be expected to teach Communication and General/Related Studies to students following courses in Business Studies and Craft/Technician Education. The teaching of S.C.E. classes is a possibility. Approved Lecturer 'B' Salary Scale £3,423-£5,331. Planning will be given for appropriate industrial and full-time teaching experience. Further details and application forms may be obtained from the Director of Education at the address below. Completed application forms are to be returned to the Principal, Falkirk College of Technology, Grangemouth Road, Falkirk FK2 6AD, within fifteen days of the appearance of this advertisement. Director of Education, Room 211, Viewforth, Stirling FK9 2ET.

**Briefings**

Radio and tv  
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Germinal (Saturday, 08.05.78, 06.40 BBC 1)

John Berger looks at the

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**Sounds to stop us in our tracks**

Robin Maconie and Andrew Pegg at the National Festival of Music for Youth

middle school, who coped well in the absence of double basses, producing a balanced, blended sonority of superior string tone and intonation, and sprightly woodwinds. Working sixth form college boldly tackled the Goliath of Dvorak's Symphony No 8 with an orchestra of David proportions, an astonishing feat which transformed its fleshy amplexes into a lacework of sinewy detail. Perhaps not the best work to choose but one looks forward to what they could do with Schoenberg's Chamber Symphony or Stravinsky's Dumbarton Oaks.

Widened bands are another area of expansion in school music, and it is very interesting to observe how quickly they are delineating their own special repertoire and idiom. Film scores and deft American arrangements were the order of the day, and (unlike brass bands with their nineteenth-century traditions) 'wall-of-sound' swag of the 1930s was much in evidence. Such a repertoire offers less scope for symphonic thought, film scores tending to be rather loosely constructed—but for sectional training composers like Robert Russell Bennett are hard to beat. Bromley featured a Copland trumpet concerto, a bright idea and a school's able young soloist. Stourbridge's King Edward VI College (the only single-school band appearing) included two lively numbers by their conductor John Griswold, played with dash and deserved pride. Towering over all the rest, however, was Croydon School Centre for Winds' First Orchestra, a world-class ensemble, whose account of Richard Strauss's ceremonial *Felische's Einzug*, rich in depth and yet splendidly buoyant, will long be remembered.

Recorded ensembles plenty were dominated by younger players, but

there were several senior groups of remarkable finesse. Chelmer Valley's limpid account of the Britten Trio, for example, a concert rarity; Aylestone's balanced programme of Palestrina, Tomkins and Kuddaly—which was one of the few items to bring out the remarkable contrapuntal potential of the recorder consort (perhaps indicating a lack of published material)—and Marden Bridge Middle School's beautifully integrated account of pieces of Holbein, sounding like a small portable organ, small and sweet.

Among the juniors, Redlands, old favourites, delighted again with a 55-piece band, remarkably registered, whose chirrupy tone and plosive attack gave their music a bounce that made one want to dance. We heard sweet piping from St Oswald's Priory, Gateshead, in *Country Gardens*, and a group of tiny newcomers from Coed Llyva-fant's School, Gwent, who not only gave a delightful performance of Boccherini in three parts but went on to demonstrate just how movingly sweet a single melodic line played perfectly in tune can sound. Younger players, more than any, instinctively know that an unforced, unaffected clear recorder tone is the key to the spirit of all early music, and we have a lot to learn from them.

The phenomenal improvement of individual and section quality well demonstrated in chamber music and wind band programmes helped to make the orchestra open class and concerto category the most exciting on the programme. The adjudicating panel confessed utter amazement. A London commentator may be forgiven for adding that it was a proof that orchestral quality is no longer a south-east preserve. Judging had to turn on details of professional refinement, most of them relating to matters a conductor must decide, rather than reflecting on the young players.

There was no time to be bored and, with just one or two exceptions, the speaker was both lively and succinct.

Particularly memorable were Michael and Alison Bagwell with their constantly fascinating and always practical information about their Box of Delights projects; John Whynes, with his witty, dry and inspiring tales of instrument making (if vinyl exploding your medieval shawm offends you, it'll come off with paint remover); and Janet Thomas from BBC's *Woman's Hour*, who, in Dr Audrey Wisbey's absence, gave music teachers the chance to hear, perhaps for the first time, how the great lady could turn a group of growing children tunelessly chanting "Glad that I live in a cheerful choir" into a charming choir with Mozart's *Alfilda* with full throated ease—and near perfect articulation.

There was, perhaps, too much emphasis on the two ends of the spectrum—early music and contemporary music—with quite a noticeable gap in between. And whether it is honest to give the name of conference to what was really a combination of a Yellow Pages and an advisory panel for youth music is a question that should be considered for the future.

To say that neither conference answered the heartfelt questions of what shall I teach and how is not necessarily to criticize either one, so much as to show how unprepared many teachers obviously are for indirect stimuli until and unless they are assured that someone, somewhere is prepared to give direct advice to direct questions when it is needed.

No less than 15 people involved in all aspects of youth music said (said?) they did in 10 to 15 minutes each, and answered questions from the floor straightaway. There were muttered comments about the lack of a specialist discourse and the usual warnings from those who clearly wanted all their problems

sorted out in one day. But no one could grumble at the wealth of information presented—from school music programmes on radio to recording technology, from music for babies to Gustav Mahler, from the Musicians' Union to making your own gems—union. There was an almost bewildering embarrassment of riches.

With such a quick speaker turn-over, there was no time to be bored and, with just one or two exceptions, the speaker was both lively and succinct.

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There was, perhaps, too much emphasis on the two ends of the spectrum—early music and contemporary music—with quite a noticeable gap in between. And whether it is honest to give the name of conference to what was really a combination of a Yellow Pages and an advisory panel for youth music is a question that should be considered for the future.

To say that neither conference answered the heartfelt questions of what shall I teach and how is not necessarily to criticize either one, so much as to show how unprepared many teachers obviously are for indirect stimuli until and unless they are assured that someone, somewhere is prepared to give direct advice to direct questions when it is needed.

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